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Subseries:

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Office of National AIDS Policy-Interns [1]

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Withdrawal/Redaction Sheet

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. form	[Personally Identifiable Information] [partial] (12 pages)	00/00/1998	b(6)

COLLECTION:

Clinton Presidential Records
National AIDS Policy Office
Todd Summers
OA/Box Number: 21084

FOLDER TITLE:

Office of National AIDS Policy-Interns [1]

2018-0758-F

rs3230

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

THE WHITE HOUSE
WASHINGTON

MEMORANDUM

Date: March 12, 1999
To: Intern Supervisors (see distribution list below)
From: Alison Kolwaite *amb*
Director
White House Internship Program
RE: Evaluations from Summer 1998 Sessions

Enclosed are copies of the evaluations representing your office for the summer 1998 sessions. Please review the evaluations and share the information with the staff members in your office as appropriate. Likewise, the Intern Office asks that you please recognize that the evaluations are considered confidential.

In providing this information, the Intern Office hopes that you will use the compliments, concerns, and constructive criticisms shared in the evaluations for the improvement of the experience you provide to your interns each session. If you have any questions or concerns in regards to the evaluations provided to you, please do not hesitate to contact me at 6-2102.

In addition, please find enclosed the summary reports representing all intern evaluations from each summer session. The Intern Office received 188 evaluations for summer session I, equaling 93% of the total number of interns in the program that session (202), and 174 evaluations for summer session II, equaling 85% of the total number of interns in the program that session (203).

Lastly, a large percentage of those who submitted evaluations also signed up to participate in the Alumni Network (65% summer session I and 75% summer session II). In total, over 60% of the 1998 summer interns joined the Alumni Network. The Alumni Network was launched as an initiative to engage former interns in outreach and recruitment on behalf of the program.

The summary report and evaluations for the 1998 fall session will be available in the near future. Thank you

Rachel A. Redington
Jono E. Smith
Judithanne V. Scourfield
Brian A. Barreto
Mona G. Mohib
Theresa F. Granger
Mary Margaret Overbey
Jason H. Schechter
Dag Vega
Ruth A. Eaglin
Daniel C. Montoya
Phyllis Kaiser-Dark
Ed Hughes

Sean O'Shea
Bronson Frick
Timothy Saunders
Alissa K. Brown
Dawn Smalls
Jacquelyn J. Bennett
Cynthia M. Jasso-Rotunno
Heather Riley
Natalie S. Wozniak
Ilia V. Velez
Kelly O'Dell
Douglas R. Matties
William K. Winkler

Essence P. Washington
Holly H. Thoden
Jane S. Engelstad
Marty J. Hoffmann
Marilyn R. Jacanin
Virginia Rustique
Mary Morrison
Joshua S. Gottheimer
Meagan Earley
Carolyn E. Cleveland
Rajiv Y. Mody
Cherie Stallman
Eric W. Woodard

Exit Evaluation Report

Summer Session I 1998

A total of two hundred and two Interns participated in the first Summer Session of 1998. One hundred and eighty-eight participants chose to complete the evaluation. For the questions requiring written answers, the responses shown were selected at random.

Personal

1. Number of hours worked per week:

Less than 20	20+	30+	40+	50+	60+	No Answer Given
0	1	11	110	57	6	4
	0.5%	6%	59%	30%	4%	0.5%

2. Have you ever worked in Washington, D.C. before?

Yes	No	No Answer Given
38	148	2
20%	79%	1%

2a. If yes, where have you worked?

National School Boards Association	Democratic National Committee
Congress	National Public Radio
Department of Housing and Urban Development	The Holocaust Museum
Department of Justice	National Zoo
International Labor Organization	Georgetown University
Japan Information Access Project	Pelavin Research Center of
State Department	American Institutes for Research
Public Defender Service	American Road and Transportation
Continental Pools, Inc.	Builders Association
U.S.A.I.D.	Children's Defense Fund
College Democrats of America	

3. If you are an undergraduate, have you applied to your school for academic credit for the work you have done this term or are you on an off campus program from your school?

Yes	No	Uncertain	No Answer	Not Applicable
45	110	5	10	18
24%	58.5%	3%	5%	9.5%

3a. **If yes, please list your school:**

University of Arizona
Bucknell University
Butler University
University of California - Berkeley
University of California - Los Angeles
Columbia University
Duke University
East Tennessee State University
Florida State University
Georgetown University
Hampton University
Michigan State University
Columbia University
University of Missouri
Muhlenberg College
North Carolina Central University
UNC - Chapel Hill
Pepperdine University

University of Portland
University of Puerto Rico -
Rio Piedras Campus
Randolph-Macon Woman's College
Rice University
Southern Methodist University
State University of New York - Buffalo
Syracuse University
University of Tennessee - Knoxville
Temple University
University of Texas at Austin
University of Texas at Brownsville
Texas Southmost College
Vanderbilt University
Villanova University
Wellesley College
University of Wisconsin - La Crosse
University of Pittsburgh

Work:

1. **On a scale of 1-5, with one representing the worst and five representing the best, please rate your overall experience in the White House:**

1	2	3	4	5	No Answer
0	5	17	64	98	5
	3%	9%	34%	52%	2%

2. **What type of work did you do in your office? Did you undertake any interesting or unusual projects? If so, what?**

"A fair amount of copying, faxing, etc. along with some very interesting research/preparation work on the President's Initiative on Race and the Africa Trade Bill. Attended two meetings on the Trade Bill that were very informative."

"We read and coded mail from children and prepared packets for classrooms. We also filed letters and did data entry."

"I was able to help research several EOP reports, i.e. Patient's Bill of Rights and its impact on women."

"I did clerical work generally. For the most part, my assignments did not deviate from this."

"I dealt with inviting statewide elected officials to greet the President or Vice President for official airport arrivals and events."

"Exposure to a wide range of legal issues. For an aspiring lawyer, this place is a candy store in terms of subject matter. It is definitely not boring legal work."

"A great deal of filing, data entry, letter writing, and attending conferences concerning the AIDS epidemic."

"I updated our database, filled requests, wrote letters, helped out with events, filed, and answered phones."

"Wrote briefing materials for the President."

"Drafted decision memos and interacted with potential applicants. I did basically everything that other full-time employees did in my office."

"Responded to scheduling requests, made photocopies, helped put together the China trip book, worked on some advance projects and did a POTUS event at the National Geographic Society."

"It was my job to catalogue and respond to all gifts given to the First Family and the White House staff. I also worked on special projects that included the China trip, worked with the POTUS/FLOTUS schedules, did recalls from archives, and trained the new interns. It was a very interesting office."

"Yes. I was one of the interpreters at the Korean State Arrival."

3. Did you feel as if the work that you did utilized your skills effectively? Why or why not?

"Yes. My staff really gave me great latitude and responsibility. I was allowed and entrusted to do everything that they did. I researched, wrote things, organized and attended meetings and events."

"No, but the work needs to be done."

"I felt that the work that I did, while necessary, failed to make use of my capabilities. Rather than being presented with a challenge or request, and addressing that endeavor in a formulated manner, I saw only the pieces of the puzzle and therefore failed to gain a complete understanding."

"Yes. I am a personable person, and by coming in contact with many volunteers, my people skills were used often."

"Yes, because of prior office experience, I was able to work efficiently."

"Not really. They didn't invite me to really think about the issues the office dealt with. It would have been so easy to let me into the discussion, but I was seen as a secretary."

"To a certain extent. I felt I could have done more in-depth research on certain issues, but for the most part I believe that my skills were used effectively."

"Yes because the staff members made sure to give me projects from which I would benefit."

"Yes - I was very challenged by the sometimes seemingly impossible research requests. I learned that almost every question could be answered with persistence. I learned a lot about Lexis/Nexis, library searches, and telephone research techniques."

"Yes, because I feel I am very efficient at busy work and helpful on the phones."

"Not really. Most of the work I did really didn't require any skills that I had learned in the past."

"The internship did help expand on my public relations skills, but I think it really gave me a better view on the whole legal process of things rather than focusing on skill expansion."

"Yes - the staffers I interned for were all about providing me with a great experience and gave me plenty of opportunities to showcase my skills with very interesting tasks."

4. Please comment on White House Staff interaction with you and the other interns in your office. Was there frequent or very little contact with staff members? Too much or too little supervision? Were your tasks clearly defined?

"The interns in my office all worked well together. We had frequent interaction with the staff. The level of supervision was satisfactory. Our tasks were defined at the moment they were handed out."

"I think there was ample interaction and tasks were clearly defined. My supervisor gave us a lot of freedom, which was good at times but at the same time, I do not feel as if he saw our work, what we were doing, how we did it, etc."

"There was substantial contact between interns in our office, and I felt comfortable enough to approach staff members for assistance. Our tasks were well defined and we were loosely supervised."

"My boss was wonderful, but I didn't have much contact with other members of the staff. When I did, the tone of conversation was choppy, ranging from minimally cordial to condescending."

"Working with the staff was one of the best parts of the internship. Not only did I get to know them professionally, but I had the chance to get to know them personally. Perfect supervision, and tasks were clearly defined throughout the internship."

"Our tasks were never defined - some people were asked to help with real work and issues, while others in the same office seemed overlooked."

"My Intern Supervisor was not only concerned with me but with the other interns as well. She was very caring and supportive."

"Frequent and positive contact with all the staff members and interns in the office. Supervision of interns was optimal - we were assigned suitable tasks, given guidance, and largely free to perform the tasks as we found appropriate. I appreciated being able to approach staff with questions on how to go about my tasks."

"I was treated very much as a peer - lots of interaction with staff and an appropriate and minimal level of supervision."

5. **What new skills, if any, did your experience in the White House teach you? Was the staff helpful in learning these skills?**

"My research skills have certainly sharpened, and I learned a lot more about politics. I learned first hand about how the government works. The staff certainly helped, and the work I did made me more interested in what I've learned in the classroom."

"My experience taught me patience with everything and everyone that I came into contact with."

"None."

"My experience taught me how to respond to certain types of letters, requests, and wishes of citizens."

"How to manage tasks efficiently, especially in high pressure situations."

"The importance of professionalism, accountability, and attention to detail."

"I didn't learn any new skills, though the ones I already had were enhanced tremendously."

"I have improved upon some computer skills and basic clerical duties. More importantly, I have become more familiar with law terminology. By reading sanctions and international treaties, I have a better understanding of law."

"I learned many skills at the White House. First and foremost, I learned how to deal with people. I also experienced the rigors of constant commitment to excellence. Skills such as organization and time management were learned as well."

"I have improved my communication skills through countless phone calls and letter writing. I also learned to cope with full time working hours."

"I think I improved my writing, as well as my people skills."

"Perhaps the most practical skill I acquired in my work at the White House was the ability to organize and present a project or assignment."

"I learned how to compromise and communicate."

Speaker Series and Tours:

1. **Using the 1-5 scale, please evaluate the speaker series:**

1	2	3	4	5	No Answer
1	10	56	45	20	16
0.5%	5%	30%	24%	20%	8.5%

Did not attend

40
21%

2. **Please provide suggestions for improving the speaker series:**

"I would recommend smaller groups, and speakers who are more engaging. Speakers should be folks who are comfortable speaking to young and diverse groups of people."

"More speakers, more often."

"Include speakers from other agencies."

"I would have liked to see a principal speak - the Vice President or First Lady."

"More White House personnel."

"More preparation on who is speaking, because questions are usually generated by people who know and understand the role of the individual speaking."

"The times chosen to have the speakers were not accommodating to our office's schedule."

"Please encourage all speakers to think ahead about their topics and prepare a 'focused' discussion. This would prove beneficial."

"Perhaps folks from outside of the White House."

"Shorten the allocated speaking time and extend the question and answer portion of the speaker series. In my estimation, the most interesting and insightful moments of the speaker series occurred when the interns were interacting with the guest speakers."

3. **Top Five Tours:**

- 1) FBI
- 2) White House
- 3) State Department
- 4) Supreme Court
- 5) Washington Post

4. **What kinds of events would be beneficial to the intern program in the future?**

"A more extended orientation process so that interns who are the only ones in an office get a chance to meet other people earlier."

"Hold a social event at the beginning. This would provide a new way to allow interns to meet others upon arrival."

"Inter-office activities so interns could socialize with people outside of their office."

"More interaction between staff and interns."

"1) More tours - they filled up so quickly that it was tough to get in.

2) Attendance at some kind of sports event."

"More brown bag lunches, like the one during the first week with former interns, would have been nice."

"Tours of the city and an intern reception at the end of the session."

"More (affordable) social functions."

"More events involving the entire group."

"Weekly social events at the WH/OEOB."

"Lunches with staffers from your state."

"Maybe organizing with the Hill intern social program."

"An event where a speaker (or panel) speaks about what to take away from this internship, how to remain in contact with the White House, and how to get involved - basically to discuss, casually, post-internship endeavors."

"More cultural events."

Overall Assessment:

1. What were the best things about your internship?

"Being around the White House."

"The best things were those that involved briefings either by the President or the Vice President."

"My supervisors were truly interested in whether I was learning, comfortable, etc."

"The people I worked with. The increased pride and awareness I've gained about our country and the people who work for it."

"It was fun and the people I met in my office were great!"

"The chance to take pictures of the Vice President, POTUS, and Mrs. Gore."

"The interaction with the people who run our government."

"Coming into work everyday and being busy, never bored, and excited to do my job well. Also the time duration of the internship was perfect."

"The enthusiastic interns and supervisors I worked with, along with experiences we were encouraged to participate in outside of the office. My internship reflects a fairly good balance between the social and professional aspects of work."

"The staff in my office."

"The people really made the internship. For the most part, the people in my office were friendly and helpful. They treated us as equals and appreciated the work we did."

"Living and working in D.C. The contacts and friends I made."

"The people I met, and some of the projects I got to work on. But most of all, I would say it was just being in the White House complex and knowing that most of what I did really helped someone."

"Getting to work events, meeting very famous people - or at least helping with their arrivals and departures."

"Getting a first hand look at how the Executive Branch operates, and really coming to an understanding that our government is run by some of the most dedicated, intelligent professionals I have ever encountered. Being a part of that professionalism and service will be unforgettable for me."

2. What would you have changed about your internship?

"I think that the summer sessions are too short. By the time one becomes acclimated in an office, it is time to hand in the badge."

"I would have liked to know where I was placed sooner, but I don't see how that would have been possible. Although I felt like I was getting tasks accomplished, I often didn't see the results of my work, or how the work was being put to use, until a few weeks later. I guess more assurance that my work (and the work of other interns) is actually being used."

"I would have liked more challenging work."

"Nothing."

"For many of us, coming to D.C. was a sacrifice. It seems as if the White House, after receiving millions of dollars of free work, would be able to arrange for Metro cards or some token way of making an expensive summer more reasonable. Until the Intern Program makes a real commitment to ensuring even a limited equality of opportunity, the program will be haunted by a misconception of its interns being well-off Ivy Leaguers - a misconception that may all too often be true."

"I would have liked to see the staffers have more time for us. Too often, we were treated as unimportant clerical secretaries. Oftentimes, I felt that by asking questions I was wasting their time, instead of learning valuable things for the future."

"I wish I could have stayed longer!"

"More interns should get to go to events - it's easy, free, and would really 'make' the experience. I would also have chosen one person to shadow so I could get more in-depth into the issues."

"I would have made sure there was enough work to keep me busy. Most of my internship consisted of sitting and reading, waiting for the phone to ring."

"I would have stepped back more and enjoyed where I was and what I was doing and not just worked as quickly as possible to get things done with my nose to the grindstone."

"I would have had a better relationship with the staff members. Also, I would have liked not to work so many long hours at night."

"I would have gotten paid for it."

"I would perhaps have spoken up a bit more over the lack of stimulating assignments in our office."

"The start date - it was too early. I only had one day in between exams and moving to Washington."

"Make it clear that only a few people work in the White House. Need better descriptions of offices and type of work that will be done."

"I would have made a greater attempt to learn about and visit other offices."

"I think the interns as a group should meet more often to discuss offices, backgrounds, and general information about the jobs they do that make up the EOP."

3. Other comments and suggestions:

"Overall, an interesting and enjoyable experience. I am very glad that I was given the opportunity to participate."

"It was very difficult to find housing for only seven weeks. Provide sources for housing, because it's difficult to find something if you don't live in D.C. Have interns apply earlier or notify them earlier so that they have time to make living and travel arrangements and so they haven't already found a summer job."

"It is a little difficult to find a job after the six week internship is over."

"Thank you! I really appreciate having been allowed this opportunity."

"Without a doubt a once in a lifetime experience."

"Thank you for making the past 7 weeks absolutely incredible! I had the chance to do things that I only could have dreamed of 7 weeks ago. I started thinking about doing a White House Internship last year, and my experiences certainly met my expectations."

"I found that I felt a little apprehensive about taking advantage of speakers and tours because of the workload. In addition, I think all the staffers with interns need to be clear exactly what we are and are not expected to do. I found several discrepancies between what the Intern Office's policy was and the staff's."

"Continue to encourage present interns to share their experience with others, especially if they are in college."

MEMORANDUM FOR ALL WHITE HOUSE INTERNS

FROM: Alison M. Kolwaite
DIRECTOR, WHITE HOUSE INTERN PROGRAM

SUBJECT: PROGRAM EVALUATION

SESSION: Summer Session One 1998

I hope that all of you have found your internship at the White House fulfilling and exciting. I have received much positive feedback from your supervisors.

As a service to us and to future interns, I would appreciate it if you could all take some time to fill out this questionnaire and evaluation form.

These forms will be reviewed by me and the information given will be used to evaluate the program. It is critical to the continued success of the program that you be candid in your assessments, and that you do complete the survey prior to your departure.

Thanks for your feedback!

PERSONAL:

1. Name (optional) *Mandi Lissso*
 2. Department *Office of National AIDS Policy*
 3. # of hours worked per week *45*
 4. Have you ever worked in Washington, D.C. before?
If yes, where? *No*
 5. If you are an undergraduate, have you applied to your school for academic credit for the work you have done this term or are you on an off campus program from your school?
No
- 5a) If you answered yes to Question 5, please list your school below:

WORK:

1. On a scale of 1-5, with one representing the worst and five representing the best, please rate your overall experience in the White House.

1
Poor

2

3
Good

4

5
Excellent

2. What type of work did you do in your office? Did you undertake any interesting or unusual projects? If so, what?

Inter-
esting
↳ * Research, drafting letters - ie: thank yous, responses, regrets, etc..., copying, faxing, answering + returning calls. *
↳ * Researched + wrote paper on Women + HIV/AIDS *

3. Did you feel as if the work that you did utilized your skills effectively? Why or why not?

For the most part. I usually had substantive work to do + enough to keep me somewhat busy. Some of it was remedial, but I expected to be doing some of that anyway.

4. Please comment on White House Staff interaction with you and the other interns in your office? Was there frequent or very little contact with staff members? Too much or too little supervision? Were your tasks clearly defined?

Although our office is quite small, with only 3 official WH Staff, my interaction with them was minimal. I did however, have interaction with the agency reps in our office. There wasn't too much supervision, + sometimes there could have been more so that we could have ~~more~~ more to do.

5. What new skills, if any, did your experience in the White House teach you? Was the staff helpful in learning these skills?

I learned a great deal about HIV/AIDS, the White House + US govt, bureaucracy, how to research, how to write a report, and numerous other things. The staff, was usually helpful in learning these things, if not, I figured it out myself.

SPEAKER SERIES AND TOURS:

1. Using the 1-5 scale, please evaluate the speaker series.

1
Poor

2

3
Good

4

5
Excellent

2. Which speakers did you enjoy the most?

I attended Ina Magaziner, + the very 1st speaker who I don't remember the name of. Both were ok. Unfortunately I missed the other

3. Please provide suggestions for improving the speaker series.

Have speakers from areas other than the President's advisers. Sandy Thurman, Director at ONAP is a good example. She could talk about her job as well as HIV/AIDS.

4. Did you attend any of the tours that the intern office planned? If so which ones and how would you rate them?

I attended the State Dept, FBI & White House tours. All were worth while & interesting. FBI was the Best of the 3.

5. What kinds of events would be beneficial to the intern program in the future?

Maybe an intern get together at the OEOB, during the 1st or 2nd week, to get to know each other. University tours for interns look-

OVERALL ASSESSMENT: ing into grad school

1. What were the best things about your internship? Being in DC, learning to work in a professional environment, making connections within the White House, attending the Korean State Arrival

2. What would you have changed about your internship? Had a blue pass, been in an office with more people, had a project or something to work on throughout my time here.

3. Other comments and suggestions: It was very difficult to find housing for only 7 weeks. Provided sources for housing because its difficult to find something if not living in DC. Have interns apply earlier, or notify them earlier, so they have time to make living & travel arrangements & so they haven't already found a summer job.

This was a wonderful experience & I'm going to encourage others to apply & have this great chance.

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Thanks for your feedback!

PERSONAL:

1. Name (optional) Dory Cohen
2. Department Office of National AIDS Policy
3. # of hours worked per week 45
4. Have you ever worked in Washington, D.C. before? yes
If yes, where? Dept. of Housing and Urban Development
5. If you are an undergraduate, have you applied to your school for academic credit for the work you have done this term or are you on an off campus program from your school?
no

5a) If you answered yes to Question 5, please list your school below:

WORK:

1. On a scale of 1-5, with one representing the worst and five representing the best, please rate your overall experience in the White House.

1
Poor

2

3
Good

4

5
Excellent

2. What type of work did you do in your office? Did you undertake any interesting or unusual projects? If so, what?

A great deal of filing, database entry, letter writing and attending conferences concerning AIDS epidemic

3. Did you feel as if the work that you did utilized your skills effectively? Why or why not?

Yes - although I definitely could have done a great deal more if given a project or two to work on from beginning of intern program till end.

4. Please comment on White House Staff interaction with you and the other interns in your office? Was there frequent or very little contact with staff members? Too much or too little supervision? Were your tasks clearly defined?

There was a great deal of staff interaction which was really nice and our tasks were clearly defined.

5. What new skills, if any, did your experience in the White House teach you? Was the staff helpful in learning these skills?

How to work with others

SPEAKER SERIES AND TOURS:

1. Using the 1-5 scale, please evaluate the speaker series.

1
Poor

2

3
Good

4

5
Excellent

2. Which speakers did you enjoy the most?

The professor who rides his bike everywhere and the Director of the Peace Corps (Coleman McCarthy)

3. Please provide suggestions for improving the speaker series.

It would send a flyer out to every office (inter-mail) which the Supervisors could pass out to each intern.

4. Did you attend any of the tours that the intern office planned? If so which ones and how would you rate them?

Pentagon - O.K., not too much to see
FBI - Best one I've been on in DC

5. What kinds of events would be beneficial to the intern program in the future?

get together
An end of the program fare well ~~program~~
or even a gathering at the beginning of

OVERALL ASSESSMENT:

the program.

1. What were the best things about your internship?

Sitting in on the Presidential Advisory Council
on HIV / AIDS + meeting the members of the
Council.

2. What would you have changed about your internship?

Nothing except I would have enjoyed
working on a few more projects.

3. Other comments and suggestions:

I really enjoyed co-chairing the
community service events.

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Thanks for your feedback!

PERSONAL:

1. Name (optional)

2. Department *Office of National AIDS Policy*

3. # of hours worked per week
35-40 hrs. per week

4. Have you ever worked in Washington, D.C. before?
If yes, where? *NO*

5. If you are an undergraduate, have you applied to your school for academic credit for the work you have done this term or are you on an off campus program from your school?

No, I have not applied for academic credit for the work I have done this term.

5a) If you answered yes to Question 5, please list your school below:

N/A

WORK:

1. On a scale of 1-5, with one representing the worst and five representing the best, please rate your overall experience in the White House.

1
Poor

2

3
Good

4

5
Excellent

2. What type of work did you do in your office? Did you undertake any interesting or unusual projects? If so, what? *filing, typing, answering phones, making copies, faxing, participating in the planning of the PACHA meeting, listening in on conference calls with my supervisor, setting up conference calls, mail logging, etc...*

3. Did you feel as if the work that you did utilized your skills effectively? Why or why not? *yes, because for instance I had many computer skills before I came here, and now they are far more enhanced and I have learned new programs on the computer.*

4. Please comment on White House Staff interaction with you and the other interns in your office? Was there frequent or very little contact with staff members? Too much or too little supervision? Were your tasks clearly defined? *There was some contact with staff members, but not as much as I would have liked. There was not enough supervision. My tasks were clearly defined most of the time.*

5. What new skills, if any, did your experience in the White House teach you? Was the staff helpful in learning these skills? *I learned how to log mail and new computer programs. The staff was helpful in learning these skills.*

SPEAKER SERIES AND TOURS:

1. Using the 1-5 scale, please evaluate the speaker series.

1
Poor

2

3
Good

4

5
Excellent

2. Which speakers did you enjoy the most?

Mark Garren - Dir. of the Peace Corps

3. Please provide suggestions for improving the speaker series.

Don't make the Q/A session too long.

4. Did you attend any of the tours that the intern office planned? If so which ones and how would you rate them?

yes, FBI, Supreme Court, State Dept.
FBI - [1] State Dept. - [2] Supreme Court - [3]

5. What kinds of events would be beneficial to the intern program in the future?

More tours, speaker invites to events taking place at or around the White House.

OVERALL ASSESSMENT:

1. What were the best things about your internship?

People I met, friends I made, tours, speaker series, Korean State Arrival Guest, Intern Picture, & the people I worked with.

2. What would you have changed about your internship?

Made it longer - all summer long, if possible.

3. Other comments and suggestions:

none

Exit Evaluation Report

Summer Session II 1998

A total of two hundred and three Interns participated in the second Summer Session of 1998. One hundred and seventy-four participants chose to complete the evaluation. For the questions requiring written answers, the responses shown were selected at random.

Personal

1. Number of hours worked per week:

Less than 20	20+	30+	40+	50+	60+	No Answer Given
0	1	7	98	55	7	6
	0.5%	4%	56%	31.5%	4%	3%

2. Have you ever worked in Washington, D.C. before?

Yes	No	No Answer Given
39	129	6
22%	74%	3%

2a. If yes, where have you worked?

Congress	Presidential Commission on Employment of
CIA	People with Disabilities
Department of Justice	People for the American Way
Children's Defense Fund	Clinton/Gore '96
Greenpeace International	Nichols-Dezerhall Communications Management Group
State Department	Wilmer, Cutler, and Pickering
George Washington University	Brookings Institute
Restructuring Associates, Inc.	College Democrats of America

3. If you are an undergraduate, have you applied to your school for academic credit for the work you have done this term or are you on an off campus program from your school?

Yes	No	No Answer	Not Applicable
30	119	17	8
17%	68%	10%	5%

3a. If yes, please list your school:

Allegheny College
American University
Appalachian State University
University of Arizona
University of California - Berkeley
University of California - Irvine
California Polytechnic State University -
San Luis Obispo
University of California - Santa Barbara
University of California - San Diego
DePaul University

Hendrix College
University of Illinois - Springfield
Louisiana State University - Baton Rouge
Loyola University Chicago
Massachusetts Institute of Technology
University of North Carolina - Chapel Hill
Providence College
Stanford University
University of Washington
University of Wisconsin - Madison

Work:

1. On a scale of 1-5, with one representing the worst and five representing the best, please rate your overall experience in the White House:

1	2	3	4	5	No Answer
0	2	22	62	87	1
	1%	13%	35.5%	50%	0.5%

2. What type of work did you do in your office? Did you undertake any interesting or unusual projects? If so, what?

"As a legal intern, I researched issues, wrote memos, drafted Administration talking points, and assisted with document production."

"Mostly clerical: faxing, copying, and answering phones. I did some research on the web."

"I did the general administrative tasks, but I got to work on a lot of interesting projects. My main project was to research foster care reform (specifically independent living programs), compile all the data, and write a report."

"I worked on a Y2K report for a cabinet conference."

"I worked with FEMA, drafting Presidential memos, and declaring national disasters."

"I wrote scheduling requests for the POTUS/VPOTUS/FLOTUS. I also spent many hours on the phone extending invitations to elected officials to meet and greet the principles at various events nationwide."

"Regular office work, but I got to go to the Library of Congress and Georgetown Law Center to complete research assignments."

"I read and wrote letters dealing with health care, social security, and other political issues."

"I did research and wrote political briefings."

"I researched political events in certain states around the country."

"I did everything from faxing to organizing briefings for the President."

3. Did you feel as if the work that you did utilized your skills effectively? Why or why not?

"Yes. I was able to use my knowledge of the government and various policies in conducting research projects."

"No. Most of the work was just data entry."

"To some degree. I imagine I could have done more if given the chance."

"Yes. I am an effective organizer, and I was given the opportunity to help organize various important meetings."

"Yes, because I had the chance to do a little bit of everything."

"Yes and no. I feel that my professional skills were used and improved, but I don't feel my cognitive skills were utilized to their ability."

"Yes, because I was used to doing research rather than administrative tasks. I was allowed to see how the government works from the inside."

"No. I often felt like an untapped resource. I felt like I could have provided more help to the office if given the chance."

"I had to be responsible, cautious, and careful in the work I did, but I did not have to read closely, write at all, or think critically. There was no extensive utilization of my academic skills, but I had to be dependable."

"Yes. The work I did had a lot to do with my major."

4. Please comment on White House Staff interaction with you and the other interns in your office. Was there frequent or very little contact with staff members? Too much or too little supervision? Were your tasks clearly defined?

"The staff was incredible. They were very friendly, encouraging, and appreciative."

"The staff members went out of their way to teach me or offer me new experiences. They took me on board from the first day and let me be both an individual worker and a teammate."

"There was frequent interaction with staff members. I had enough supervision and I was trusted to complete work on my own. Tasks were well defined."

"More feedback on projects would have been nice."

"One of the major obstacles to working efficiently was the lack of explicit directions. I would 'complete' a project only to be told I did it wrong. Taking a few minutes to explain the project thoroughly and how it fit into the grand scheme would have saved me a lot of work."

"The interaction was OUTSTANDING! I really enjoyed working with everyone in my office. They were the best staff I have ever had the pleasure of working with."

"The staff interaction with me was not as social or friendly as I would have imagined. Staff members were usually too busy to interact with interns. The supervision was okay. It could have been better."

"Although my direct supervisor was great, other staffers didn't always communicate well with interns in our division. There were some misunderstandings and some tasks were not clearly defined."

"I was pleased with the level of supervision. I had guidance, but I didn't feel smothered. My supervisors welcomed questions."

5. What new skills, if any, did your experience in the White House teach you? Was the staff helpful in learning these skills?

"I learned a level of professionalism and discipline I had not previously encountered and which I believe will assist me in the future. My supervisors were of great assistance."

"I gained much experience in the use of Nexis/Lexis. The staff members were very helpful."

"My research and writing skills both improved."

"I didn't really learn any new skills, but I did get a chance to hone my organizational skills and further develop my ability to work under pressure."

"I learned how to deal with people more effectively and efficiently."

"While I did not learn a lot by doing, I did learn a lot by watching."

"The best skill I acquired was learning to do many different tasks at once and in a very timely fashion."

"I learned how to handle difficult individuals on the phone and how to handle a deadline."

"I learned a lot about protocol and the importance of professionalism."

Speaker Series and Tours:

1. Using the 1-5 scale, please evaluate the speaker series:

1	2	3	4	5	No Answer
2	9	41	27	32	13
1%	5%	24%	15.5%	18%	7.5%

Did not attend

49
28%

2. **Please provide suggestions for improving the speaker series**

"Leave more time for questions."

"It would be great if there were even more speakers."

"I think more speakers from inside the White House would be interesting."

"Turn the Speaker Series into more of an interactive discussion."

"Have speakers every week."

"Invite speakers from outside agencies."

3. **Top Five Tours:**

- 1) FBI
- 2) Washington Post
- 3) State Department
- 4) Pentagon
- 5) White House

4. **What kinds of events would be beneficial to the intern program in the future?**

"A mixer for the entire intern group."

"A briefing on the various departments and their functions within the Executive Office of the President would be helpful to future interns, so that they would not be suddenly thrown in without any idea as to what the different departments do."

"More social events at the beginning of the internship so that interns can meet."

"Information about potential government careers."

"Forums in which interns could debate and discuss interesting political issues and current events."

Overall Assessment:

1. **What were the best things about your internship?**

"I thoroughly enjoyed the interaction with the staff."

"The overall experience of working in the White House: meeting and talking with several exceptional and diverse individuals and learning much more about what happens 'behind the scenes' at the White House."

"The experience gained and the contacts made."

"Being in the White House and working with brilliant people!"

"The variety of work."

"The people with whom I worked and the tour opportunities."

"The interaction with staff, the amount of responsibility I was given, and the challenge of the work are what I will treasure the most."

"Just being around and having the opportunity to observe."

"The work we did was very interesting - I felt very close to the policy making process. The research we did and places we saw were very exciting and taught me a lot about how politics work in Washington."

"My interaction with staff was the best part of my internship. My tasks were clearly defined. I had just the right amount of contact with staff. My supervisor is the best professional with whom I have ever worked."

"Realizing the value of our national government and remembering the importance of national support and involvement in government by all citizens."

2. What would you have changed about your internship?

"Nothing!"

"I wish there had been more substantive work."

"I would have liked to have learned more about what the other departments do."

"The session definitely should have been longer."

"I would have taken the initiative more and included myself in more projects."

"I would have enjoyed some more long term projects and the chance to witness some tangible results of my work."

"I would have liked more mentoring between staff members and interns."

"I wish there were more outlets to get to know other interns."

3. Other comments and suggestions:

"Thank you so much for a marvelous summer!"

"I had a wonderful and enriching experience. It was an honor to work at the White House and I will cherish my time here always."

"I had a very educational and productive experience as a White House Intern and I learned a great deal from watching government officials in action."

"Encourage supervisors to take an hour to talk to the new interns to give them a better idea of their role in their office of placement."

"I feel that the intern program hits a nice medium. There is guidance, but also plenty of room for interns to make what they want out of the experience."

MEMORANDUM FOR ALL WHITE HOUSE INTERNS

FROM: Alison M. Kolwaite
DIRECTOR, WHITE HOUSE INTERN PROGRAM

SUBJECT: PROGRAM EVALUATION

SESSION: Summer Session Two 1998

I hope that all of you have found your internship at the White House fulfilling and exciting. I have received much positive feedback from your supervisors.

As a service to us and to future interns, I would appreciate it if you could all take some time to fill out this questionnaire and evaluation form.

These forms will be reviewed by me and the information given will be used to evaluate the program. It is critical to the continued success of the program that you be candid in your assessments, and that you do complete the survey prior to your departure.

Thanks for your feedback!

PERSONAL:

1. Name (optional)
 2. Department *Office of National AIDS Policy Office*
 3. # of hours worked per week *40*
 4. Have you ever worked in Washington, D.C. before? *no*
If yes, where?
 5. If you are an undergraduate, have you applied to your school for academic credit for the work you have done this term or are you on an off campus program from your school?
- 5a) If you answered yes to Question 5, please list your school below:

WORK:

1. On a scale of 1-5, with one representing the worst and five representing the best, please rate your overall experience in the White House.

1
Poor

2

3
Good

④

5
Excellent

2. What type of work did you do in your office? Did you undertake any interesting or unusual projects? If so, what?

writing memos, letters
research

making calls - locating people, finding out information

3. Did you feel as if the work that you did utilized your skills effectively? Why or why not?

yes, but not all of my skills

4. Please comment on White House Staff interaction with you and the other interns in your office? Was there frequent or very little contact with staff members? Too much or too little supervision? Were your tasks clearly defined?

frequent with some, very little with others

good supervision, although a little unclear with tasks

5. What new skills, if any, did your experience in the White House teach you? Was the staff helpful in learning these skills?

communication improved

writing improved

yes

SPEAKER SERIES AND TOURS:

1. Using the 1-5 scale, please evaluate the speaker series.

1
Poor

2

③
Good

4

5
Excellent

2. Which speakers did you enjoy the most?

3. ...le suggestions for improving the speaker series.

4. Did you attend any of the tours that the intern office planned ? If so which ones and how would you rate them? yes

Pentagon - OK

FBI - OK

5. What kinds of events would be beneficial to the intern program in the future?

more common social events between offices

OVERALL ASSESSMENT:

1. What were the best things about your internship?

staff in the office

parks - president's Birthday Party, West Wing tour

2. What would you have changed about your internship?

more interaction between interns

more functions to attend

possibly even working in another office for a day

3. Other comments and suggestions:

X

MEMORANDUM FOR ALL WHITE HOUSE INTERNS

FROM: Alison M. Kolwaite
DIRECTOR, WHITE HOUSE INTERN PROGRAM

SUBJECT: PROGRAM EVALUATION

SESSION: Summer Session Two 1998

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As a service to us and to future interns, I would appreciate it if you could all take some time to fill out this questionnaire and evaluation form.

These forms will be reviewed by me and the information given will be used to evaluate the program. It is critical to the continued success of the program that you be candid in your assessments, and that you do complete the survey prior to your departure.

Thanks for your feedback!

PERSONAL:

1. Name (optional) *Colleen Gustafson*
2. Department *Office of National AIDS Policy*
3. # of hours worked per week *40 hrs. per week*
4. Have you ever worked in Washington, D.C. before? *No*
If yes, where?
5. If you are an undergraduate, have you applied to your school for academic credit for the work you have done this term or are you on an off campus program from your school? *I applied for academic credit.*
- 5a) If you answered yes to Question 5, please list your school below: *University of California, Irvine*

WORK:

1. On a scale of 1-5, with one representing the worst and five representing the best, please rate your overall experience in the White House.

1
Poor

2

3
Good

4

5
Excellent

2. What type of work did you do in your office? Did you undertake any interesting or unusual projects? If so, what? Faxing, filing, making labels, scheduling, correspondence, research, writing memos, editing

The other interns and I put together fact sheet about HIV/AIDS.

3. Did you feel as if the work that you did utilized your skills effectively? Why or why not?

yes and no. I feel that my professional skills were used and improve yet I don't feel my cognitive skills were utilized to their ability.

4. Please comment on White House Staff interaction with you and the other interns in your office? Was there frequent or very little contact with staff members? Too much or too little supervision? Were your tasks clearly defined?

Some contact with WH staff was much better than others. The interaction between interns was great. The amount of supervision was perfect. Depending on which staff person gave us work depended on how clearly defined our tasks were.

5. What new skills, if any, did your experience in the White House teach you? Was the staff helpful in learning these skills? How to write memos and to improve my writing skills.

SPEAKER SERIES AND TOURS:

1. Using the 1-5 scale, please evaluate the speaker series.

1
Poor

2

3
Good

4

5
Excellent

2. Which speakers did you enjoy the most?

3. Please provide suggestions for improving the speaker series. Maybe make it more consistent, like every NUK.

4. Did you attend any of the tours that the intern office planned? If so which ones and how would you rate them? State Dept. -- okay

FBI - interesting but too many people

Library of Congress - great, very informative

5. What kinds of events would be beneficial to the intern program in the future? There should be more social events in the first two weeks of the internship so we could meet more interns, especially when we are across the way in Jackson Place.

OVERALL ASSESSMENT:

1. What were the best things about your internship? Meeting the people that I ~~could~~ met this summer, like the interns I worked with.

2. What would you have changed about your internship? More interaction between staff and interns.

3. Other comments and suggestions:

MEMORANDUM FOR ALL WHITE HOUSE INTERNS

FROM: Alison M. Kolwaite
DIRECTOR, WHITE HOUSE INTERN PROGRAM

SUBJECT: PROGRAM EVALUATION

SESSION: Summer Session Two 1998

I hope that all of you have found your internship at the White House fulfilling and exciting. I have received much positive feedback from your supervisors.

As a service to us and to future interns, I would appreciate it if you could all take some time to fill out this questionnaire and evaluation form.

These forms will be reviewed by me and the information given will be used to evaluate the program. It is critical to the continued success of the program that you be candid in your assessments, and that you do complete the survey prior to your departure.

Thanks for your feedback!

PERSONAL:

1. Name (optional) *Jachyn K. Davis*
2. Department *Office of National AIDS Policy*
3. # of hours worked per week *40*
4. Have you ever worked in Washington, D.C. before?
If yes, where? *No*
5. If you are an undergraduate, have you applied to your school for academic credit for the work you have done this term or are you on an off campus program from your school?
yes
- 5a) If you answered yes to Question 5, please list your school below:
University of California San Diego

WORK:

1. On a scale of 1-5, with one representing the worst and five representing the best, please rate your overall experience in the White House.

1
Poor

2

3
Good

④

5
Excellent

2. What type of work did you do in your office? Did you undertake any interesting or unusual projects? If so, what?

Did the usual intern stuff: faxing, filing, typing etc. We made fact sheets that will go on the web. That was more ~~substantive~~ interesting.

3. Did you feel as if the work that you did utilized your skills effectively? Why or why not?

My administration skills were utilized, but my other more cognitive skills were not used at all.

4. Please comment on White House Staff interaction with you and the other interns in your office? Was there frequent or very little contact with staff members? Too much or too little supervision? Were your tasks clearly defined?

The office was great, we had wonderful interaction with the some. Some of them were better than others. Tasks should have been defined better.

5. What new skills, if any, did your experience in the White House teach you? Was the staff helpful in learning these skills?

I learned how to write a MEMO & I learned about how the government really works & who really does the work. Some of these skills I learned, some were from observation

SPEAKER SERIES AND TOURS:

1. Using the 1-5 scale, please evaluate the speaker series.

1
Poor

②

3
Good

4

5
Excellent

2. Which speakers did you enjoy the most?

Bag lunch w/ former interns

3. Please provide suggestions for improving the speaker series.

Have a speaker every week.

4. Did you attend any of the tours that the intern office planned? If so which ones and how would you rate them?

National Archives - EXCELLENT

State Department - POOR

Washington Post - Excellent

5. What kinds of events would be beneficial to the intern program in the future?

More social events at the beginning of the internship so that people will meet.

OVERALL ASSESSMENT:

1. What were the best things about your internship?

Other Interns, Staff in office, Tours of White House, Experiencing D.C., Townhouse in Jackson

2. What would you have changed about your internship?

More Interesting Work!

3. Other comments and suggestions:

—
THE WHITE HOUSE
WASHINGTON

Daniel -

Here are the Applications
we spoke about today.

I am working on more

Please call me if you have
any questions! Thanks!

6-5152

Mariz

★ Orientation Intern Supervisor
pick up is

Monday, Sept 8

11:45-12:00

—

Withdrawal/Redaction Marker

Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. form	[Personally Identifiable Information] [partial] (12 pages)	00/00/1998	b(6)

COLLECTION:

Clinton Presidential Records
National AIDS Policy Office
Todd Summers
OA/Box Number: 21084

FOLDER TITLE:

Office of National AIDS Policy-Interns [1]

2018-0758-F
rs3230

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

- P1 National Security Classified Information [(a)(1) of the PRA]
- P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
- P3 Release would violate a Federal statute [(a)(3) of the PRA]
- P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
- P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [(a)(5) of the PRA]
- P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.

PRM. Personal record misfile defined in accordance with 44 U.S.C. 2201(3).

RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

- b(1) National security classified information [(b)(1) of the FOIA]
- b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
- b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
- b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
- b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
- b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
- b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
- b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

Application for White House Internship

ENTERED

referred to AS98

I am applying for an internship for the following terms:

Fall 1996 _____
(September 4 - December 12)

Spring 1997 _____
(January 8 - April 25)

Summer Session I _____
1997 (May 14 - July 3)

Summer Session II _____
1997 (July 9 - August 22)

All summer internships are full time. Three day or 25 hour minimum required for Fall and Spring.

Please indicate exact days/hours available.

M, W, F + 9-5
Start: 1/7/98
Leave: 5/13/98

Personal Information

Full Name: Jennifer J. Lee

Social Security #: (b)(6)

Date of Birth: _____

Place of Birth: _____

City

State

Only U.S. citizens are eligible to apply

Current Address: 3123 Anne Arundel Hall

College Park, MD 20742

Current Phone: (301) 314-0071

Permanent Address: 4504 Hemlock Cone Way

Ellicott City, MD 21042

Home Phone: (410) 465-4910

Are you a registered voter? yes

If yes, what state: Maryland

Prior Campaign /Political Experience: _____

Academic Information

College/University: University of Maryland

Expected Year of Graduation May 1998 Major: Cell, Molecular Biology and Genetics

Computer Skills Microsoft Word, Excel, Pagemaker, WordPerfect GPA 3.7

Have any disciplinary or administrative actions (i.e. probation, suspension, expulsion) been taken against you by your college or university, or are any pending?

☐ Yes ☐ No

Have you ever been charged with or convicted of any criminal offense, DWI or misdemeanor offense?

☐ Yes ☐ No

Have you ever used, possessed, supplied or manufactured any illegal drugs?

☐ Yes ☐ No

If you answered yes to above questions please explain on separate page.

Internship Placement

Please list in order of preference, the four departments that interest you most. Efforts will be made to accommodate preferences, however no guarantees can be made.

1) National AIDS Policy Office

3) Public Liaison

2) Scheduling and Advance

4) Office of the Vice President

*Check this box if you want your application to be considered solely under the competitive service criteria.

See Funding Guidelines for details.

Resume

Academic Distinctions and Awards

- Francis Scott Key Scholar of University of Maryland at College Park
- National Science Scholar from U.S. Dept. of Education
- Westinghouse Foundation Scholarship Finalist (one of top ten awardees)
- National Merit Scholar
- Organization of Chinese American Women- Presidential Classroom Scholarship
- Soroptimist International Youth Citizenship Scholarship (one of three regional awardees)
- Freeman K. Hill Service, Conduct and Achievement Scholarship
- Omicron Delta Kappa National Leadership Honor Society
- Phi Kappa Phi National Honor Society
- Member of Golden Key National Honor Society

Leadership Positions and Training

- National College Women Students' Leadership Conference
- Elected Member (the only undergraduate student) of Senate Executive Committee, University of Maryland College Park Senate
- Elected Vice Chairperson of Student Caucus, College Park Senate
- Historian, Sigma Circle of Omicron Delta Kappa (ODK)
- Teaching Assistant for the Cell Biology course at University of Maryland

Community Services

- Medical Missions Project to Dominican Republic
Winter 1996, 1997
- Volunteer at Prince George's Volunteer Health Clinic
- Volunteer for American Health Association
- Camp Counselor/Youth Group Leader at Christian Summer Retreat, Summer 1995

Clinical Experiences:

- Clinical Preceptorship at Prince George County Volunteer Health Clinic
- Pre-med. student Clinical Internship at Prince George County Hospital

Research Experiences:

- Undergraduate research assistant at National Institutes of Health (NIH), Dr. Igal Gery, National Eye Institute, Laboratory of Immunology
Spring, Summer 1995
- Research assistant at Johns Hopkins Bayview Medical Research Campus
Dr. Allan Shuldiner
Winter 1994

Internship Acceptance Sheet

Name: Jennifer Jen Lee

Availability:

Starting Date: Jan. 7, 1998

Days & Hours Available:

Monday:	<u>9-5</u>
Tuesday:	<u>—</u>
Wednesday:	<u>9-5</u>
Thursday:	<u>—</u>
Friday:	<u>9-5</u>

Ending Date: May 8, 1998

** Please remember interns must work at least 3 days per week and a minimum of 25 hours per week for the Fall and Spring Sessions!*

Funding:

If you are receiving funding from any source other than your immediate family, (e.g. a public interest grant or scholarship), please inform us below. White House Counsel's office will review any potential conflicts of interest with the office where you will be placed.

I am receiving funding ☐

I am not receiving funding ☒

Source: _____

Amount: _____

Signature Jennifer J. Lee Date 12/1/97

This form should be returned to:

The White House Intern Program
Room 98, OEOB
Washington, DC 20502

Colleen Gustafson -- U.C. Irvine

Jachyn Davis -- U.C. San Diego

Jeannette Sebes -- U. Georgia

INTERNS

APPLICATION FOR WHITE HOUSE INTERNSHIP

I am applying for a White House internship for the following terms:

Spring 1998 _____ Summer Session I _____
(January 7 - May 8) 1998 (May 13 - July 3)

Summer Session II _____ X _____ Fall 1998 _____
1998 (July 8 - August 28) (September 2 - December 23)

*All Summer internships are full time. Three day/25 hour weekly minimum required for Fall and Spring Sessions.
Please indicate exact days/hours available.*

PERSONAL INFORMATION

Only U.S. citizens are eligible to apply

Full Name: Colleen Gustafson

Social Security #: (b)(6) Date of Birth: _____ M/F: Female

Place of Birth: _____
City State

Current Address: 117 1/2 Diamond Avenue

Balboa Island, CA 92662 Current Phone: (714) 675-0937

Permanent Address: 360 W. Las Flores Avenue

Arcadia, CA 91007 Home Phone: (626) 446-7358

Are you a registered voter? yes If yes, what state: California

Prior Campaign/Political Experience: None

How did you hear about the White House Intern Program? The UCDC program at UC Irvine

ACADEMIC INFORMATION

College/University: University of California, Irvine

Expected Year of Graduation: 1999 Major: Biological Sciences GPA: 3.00

Computer Skills: Limited- Windows 3.1, Word Perfect 6.0 and Apple

Have any disciplinary or administrative actions (i.e. probation, suspension, expulsion) been taken against you by your college or university, or are any pending? Yes X No

Have you ever been charged with or convicted of any criminal offense, DWI or misdemeanor offense? Yes X No

Have you ever used, possessed, supplied or manufactured any illegal drugs? Yes X No

If you answered "yes" to any above question please explain and include the dates of the actions on a separate page.

INTERNSHIP PLACEMENT

Please list in order of preference the four departments that most interest you.

Efforts will be made to accommodate preferences; however, no guarantees can be made.

1) National AIDS Policy Office 3) Public Liasion

2) Press Secretary's Office 4) Social Office



Check this box if you want your application to be considered solely under the competitive service criteria.
(see: Funding Guidelines for details)

Colleen Gustafson
117 1/2 Diamond Avenue
Balboa Island, CA 92662
Home: (714) 675-0937
E-mail: cgustafs@uci.edu

Objective: Seeking a summer internship in the area of public health and policy.

Education: Pasadena City College
Attended from 8/94 to 12/94

University of California, Irvine
B.S., Biological Sciences expected June 1999

UC Irvine GPA: 3.0

Experience: Child Development Center, UC Irvine
Student Behavioral Specialist **Jan 1998 to Present**
Provide assistance to children with Attention Deficit Disorder (ADD). Assist teacher with various behavior modification techniques with ADD children. Collect data for future progress of the children

Irvine Medical Center
Emergency Medical Technician **Sept. 1996 to Feb. 1997**
Worked in the Respiratory Unit as an Emergency Medical Technician

Coast Packing Company
Lab Assistant **July 1995 to Sept. 1995**
Worked in a chemistry lab. Tested for impurities and bacteria.

Jack Lamp Graphics
Assistant **Sept 1994 to Jan 1995**
Assistant to the President, provided administrative and managerial support.

Background:

- Summer Abroad Nice, France: UC Davis
- Volunteer 1996: Children's Hospital of Orange County
- Volunteer Tutor Winter 1996: Century High School
- ER Club
- Order of Omega Greek Honor Society
- Delta Gamma Sorority: Vice President Membership and other offices

References: Submitted upon request

Colleen Gustafson

Essay

I would like to be a White House Intern because I believe it would be the experience of a lifetime. Up until this year, I have always wanted to go into the field of medicine and become a pediatrician. Now, I am looking beyond the field of medicine to other health professions in the area of public health and policy. As this has recently become a strong career choice for me, I would like to learn more about the area of public health and policy by gaining experience through an internship; specifically I would like to gain the knowledge and experience in this area that can be attained by interning for the White House in the National AIDS Policy Office. To have the opportunity to work among the policy makers of the most important issues in public health and to experience how the capital and White House deal with this area hands on would be a learning experience that could not be gained in an academic institution. I am also interested in educating society about health issues. The opportunity of becoming a White House intern would allow me to be at the forefront of decision making on current issues and expose me to how the issues are handled and what stand is taken on them from all different perspectives. The knowledge and experience gained by an internship at the White House would be very beneficial to my future career choice and impact my life.

Thesis Statement: In both, Zora Neale Hurston's essay, "How it Feels to be Colored Me," and Lilana Hecker's short story "The Stolen Party," the two authors write about the realization of being alienated from society and through compare and contrast this essay shows that even though the general themes are similar, the authors approach the same subject differently.

Hurston's attitude is an optimistic one. She realizes her alienation from society and the reason for her repression by society. Hurston writes how "[She] remember[s] the very day that she became colored." (pg. 491) At this point Hurston realizes her difference, being "colored" is the reason for her repression by society. Hurston's writes that "Someone is always at my elbow reminding me that I am the granddaughter of slaves. It fails to register depression with me." (pg. 492) Hurston does not let her color become a barrier between her and society. To Hurston being different is the device that motivates her to take on the challenge of proving to society that she can make a better life for herself. In fact Hurston does take on the challenge of trying to have society see her as an individual and not as a colored person. She states "Sometimes, I feel discriminated against, but it does not make me angry. It merely astonishes me. How can any deny themselves the pleasure of my company? It's beyond me." (pg. 494) In Hurston's challenge to make a better life for herself it "astonishes [her]," that society would discriminate against her before looking at her as an individual. She uses "astonish" because it is unbelievable to her, she can not comprehend that because of her color society will not get to know her as an individual.

There is a more pessimistic attitude in Hecker's "The Stolen Party." Rosaura's mother is always trying to tell Rosaura that she is part of the working class and nothing else. Her mother tells her "That one 's not your friend. You know what you are to them? The maid's daughter, that's what." (pg. 558) Her mother has the negative, but truthful, attitude that they are part of the working class and will never go above that level. The short story ends with Rosaura

thinking that she is going to be rewarded with two party favors but instead she is offered money. Rosaura realized at this point that she is different from others and part of the working class because her payment is for her services of helping out with the party. The payment immediately classifies her as working class. After her realization "she pressed herself against her mother's body." (pg. 563) Now that Rosaura really understands her standing in society she is scared and, therefore, tries to gain comfort from her mother. She realizes that she cannot do anything about her social standings. She finally realizes that she is part of the working class and will never get ahead.

Spring 1998 _____
(January 7 - May 8)

Summer Session I _____
1998 (May 13 - July 3)

Summer Session II X _____
1998 (July 8 - August 28)

Fall 1998 _____
(September 2 - December 23)

All Summer internships are full time. Three day/25 hour weekly minimum required for Fall and Spring Sessions.
Please indicate exact days/hours available.

PERSONAL INFORMATION

Only U.S. citizens are eligible to apply

Full Name: Jachyn Katura Davis

Social Security # _____ (b)(6) _____ Date of Birth: _____ M/F: Female

Place of Birth: _____ California

Current Address: _____
City State 9450 Gilman Dr. 6848, LaJolla, CA 92092-6848

Current Phone: (619) 638-0094

Permanent Address: 141 Estabrook St. Apt. 16, San Leandro, CA 94577

Home Phone: (510) 667-9942

Are you a registered voter? Yes If yes, what state: CA

Prior Campaign/Political Experience: _____

How did you hear about the White House Intern Program? Through the internship office at USD.

ACADEMIC INFORMATION

College/University: University of California San Diego

Expected Year of Graduation: 2000 Major: Political Science/History GPA: 3.3

Computer Skills: Microsoft Word, Corel Word Perfect

Have any disciplinary or administrative actions (i.e. probation, suspension, expulsion) been taken against you by your college or university, or are any pending? _____ Yes X No

Have you ever been charged with or convicted of any criminal offense, DWI or misdemeanor offense? _____ Yes X No

Have you ever used, possessed, supplied or manufactured any illegal drugs? _____ Yes X No

If you answered "yes" to any above question please explain and include the dates of the actions on a separate page.

INTERNSHIP PLACEMENT

Please list in order of preference the four departments that most interest you.

Efforts will be made to accommodate preferences; however, no guarantees can be made.

- 1) NATIONAL AIDS POLICY OFFICE
- 2) WOMEN'S INITIATIVES AND OUTREACH
- 3) FIRST LADY'S OFFICE
- 4) POLITICAL AFFAIRS



Check this box if you want your application to be considered solely under the competitive service criteria.
(see: Funding Guidelines for details)

Asking a political science and history major why they want to be a White House Intern is like asking Bret Favre why he wants to win the Superbowl. The answer, because it would be the most incredible thing to go to the most powerful city in the world and be involved in the political process. To actually do and talk about some of the things that we discuss in our classes and to live in the city where the walls do have ears.

The political community in Washington D.C. is unparalleled by any other city in the world. With the thousands of interns, staff, Congressmen, Senators and tourists in D.C. the community is bursting with discussion about the issues and problems facing the United States of America. I really want to be involved with these discussions, and attempt to fix some of the problems that we have, I believe that only through discussion can we get closer to the answer. This community is hotbed of people working to continue to make America great.

My career objective is to become a lawyer, but I am increasingly fascinated with interest group politics. I may want to work for an interest group as a lobbyist, or start my own grass-roots organization aimed at ending the real problem in America, institutional racism. By working at the White House I will be able to learn how people in the D.C. attack an issue head on and I will be able to bring that back to my student government and back into my life.

Another reason why I want to become a White House intern is because I want the experience of working in a real world with deadlines, different opinions, and issues that face our everyday lives. These experiences will last a lifetime past my summer in the White House.

Ask John Elway what it was like to win the SuperBowl and that will be my answer to what it was like to receive the honor of being a White House Intern, incredible!

Jachyn K. Davis
Midterm/Part I
February 12, 1998

HISTORY REPEATS ITSELF

Although the United States of America was founded by the descendants of immigrants, natives have always found problems with new immigrants coming to America. Nativists have always felt that immigrants were hurting the economy or causing crime or they did not like the look of the immigrants coming over. Each period believed that their situation with immigration was different than the last, that these immigrants were causing different problems, but that is not true. Anti-immigrant feelings since the 1880's are not unique in condition or cause. The condition of a anti-immigrant upsurge is a bad economy, marked by unemployment. The causes of an upsurge in anti-immigrant sentiment continue to be: changes in immigration in terms of national origin, and a political party or candidate crusading against immigration. Conditions and causes of nativists sentiment in the past do apply to the ideas of the 1990's and can explain the upsurge in anti-immigration sentiment in the 1990's.

A bad economy is a condition for an anti-immigrant upsurge. The 1880's was a time period controlled by trusts and monopolies, when people felt that their government was working for big business and not for the common man. "At a time when monopoly and plutocracy cast darkening shadows over the summits of American society and when opportunity to escape westward seemed to be dim, unrest in the depths took on redoubled meaning. Each of the historic traditions of American nativism-submerged for a generation-came to life." (Hingham, Strangers in the Land) In the 1880's people saw immigrants as competitive, cheap labor. They felt that

immigrants came over and took jobs from natives because they worked for cheaper wages.

Natives felt that by doing this they undermined the standard of living of the American worker.

In the 20th century the condition of a bad economy showed up again. The prices were getting higher and as they rose so did unemployment. There was a recession in 1913 that led to a depression in 1914. The bad economic conditions set up a situation in which anti-immigration sentiment rose. "That year, as part of a general adjustment to peacetime conditions, two factors which time and again in American history had encouraged anti-foreign outbreaks vividly reappeared. One was economic depression, the other a fresh wave of immigration." (Hingham, Strangers in the Land) Since more immigrants came at a time of depression people began to make the connection that immigrants cause the problems. In the 20th century the economic condition was a factor in bringing out anti-immigration sentiment.

In the 1990's during the Reagan and Bush era the United States economy was horribly bad. There was high unemployment and a deep recession. In 1994, Proposition 187 was passed by the citizens of California in a 2 to 3 vote. This was the height of the anti-immigration upsurge in the 1990's, at a period when the economy was in really bad shape. "Attitudes toward immigration tend to be more positive when unemployment rates are low, but when unemployment rises, more people say that the level of immigration to that United States should be reduced." (Esphenshade, Taking the Pulse of Public Opinion Toward Immigration) In the past other anti-immigrant sentiments rose when the economies are bad and that can explain upsurge of nativists sentiment in the early 1990's.

The shift in immigration has continued to be a major cause of anti-immigrant sentiment.

In the 1880's immigration shifted from one side of Europe to the other. The first immigrants were

could be more clearly stated -
The only reason I know what you mean is that we spoke about this the other day

852

Being an African-American in America is not an easy thing to do, but being a woman is even harder. Knowing this, my mother took me to the Girls Club. I have been involved with Girls Incorporated since I was in the third grade. When I started going there it was still called Girls Club. At the club, girls had a place where they could go and just be themselves, learn about math and science and talk about famous women of the past. When I got into high school I realized that history books left out many of these women and I was upset that the other girls in the class were not learning what I knew about women like Sojourner Truth.

From the kindergarten until the second grade I was the only black child at my school. As I grew up I realized that being black was not the easy road through life, I realized this the hard way, someone called me a "nigger" in the school yard while I was waiting in line for lunch. Over the years I began to understand that this was the way it was going to be and that practically nothing could change the situation I was in. Being a young black girl I learned to accept people for what they are, not the color of their skin. I think this is a valuable asset to the White House intern program because there are different kinds of people working there and we should all respect that. But being diverse is not just about skin color, is it also about diversity of ideas, thoughts and feelings. By being pushed out of the mainstream, I learned to not only respect diversity but to revere it.

Throughout my many years at Girls Incorporated I learned about women of the past, present and looked at myself as the future, I became a closet feminist. This is one of the many reasons that I want to work in the National AIDS Policy Office and the Women's Initiatives and Outreach because both of these issue clearly focus on women. I believe that my background in this issue is "strong, smart, and bold" as the women from Girls Incorporated would say, and I am

fully prepared to represent my race and my sex at the White House to anyone willing to listen.

Being a woman of color in this society is not easy, but in some ways it has prepared me for everything that life could throw at me. It has prepared me to always be more hard working, more responsible and continually trying to prove myself, knowing that someone is always waiting for me to fall on my face. I feel that my background has fully prepared me for work as a White House intern and for life.

APPLICATION FOR WHITE HOUSE INTERNSHIP

I am applying for a White House internship for the following terms:

Summer Session I _____
1998 (May 13 - July 3)

Summer Session II ☒
1998 (July 8 - August 28)

Fall Session _____
1998 (September 2 - December 23)

All Summer internships are full time. Three day/25 hour weekly minimum required for Fall and Spring Sessions.
Please indicate exact days/hours available.

PERSONAL INFORMATION

Only U.S. citizens are eligible to apply

Full Name: Jeannette Rae Sebes

Social Security #: (b)(6) Date of Birth: _____ M/F: F

Place of Birth: _____

Current Address: City State
1650 South Milledge Avenue Apt. 4

Athens, Georgia Current Phone: (706) 208-9462

Permanent Address: 9104 Windstone Drive, Coltwah, Tennessee

37363 Home Phone: (423) 899-1697

Are you a registered voter? yes If yes, what state: Tennessee

Prior Campaign/Political Experience: none

How did you hear about the White House Intern Program? Michael A. Diz a former intern

ACADEMIC INFORMATION

College/University: The University of Georgia

Expected Year of Graduation: 1998 Major: Health Promotion & Behavior Education GPA: 3.44

Computer Skills: Windows 95, Microsoft Works, Word, Excel, Internet

Have any disciplinary or administrative actions (i.e. probation, suspension, expulsion) been taken against you by your college or university, or are any pending? Yes ☐ No ☒

Have you ever been charged with or convicted of any criminal offense, DWI or misdemeanor offense? Yes ☐ No ☒

Have you ever used, possessed, supplied or manufactured any illegal drugs? Yes ☐ No ☒

If you answered "yes" to any above question please explain and include the dates of the actions on a separate page.

INTERNSHIP PLACEMENT

Please list in order of preference the four departments that most interest you.
Efforts will be made to accommodate preferences; however, no guarantees can be made.

- 1) National AIDS Policy Office
- 2) Women's Initiatives and Outreach
- 3) First Lady's Office
- 4) Special Office



Check this box if you want your application to be considered solely under the competitive service criteria.
(see: Funding Guidelines for details)

Jeannette R. Sebes

706-208-9462

**1650 S. Milledge Avenue, Apt 4
Athens, GA 30606
e-mail: jsebes@arches.uga.edu**

Skills Summary

- ▶ Certified HIV and Peer Sexuality Educator
- ▶ Community volunteer in AIDS education for Red Cross and regional AIDS Coalition
- ▶ B.S. in Health Promotion & Behavior Education with curriculum development experience (please see EDUCATION and CONTINUING EDUCATION)
- ▶ Computer skills include the following:
 - Operating systems: Macintosh, IBM, Windows 95
 - Application software: MS Word, Works, WordPerfect, Clarisworks, Hyperstudio
 - Other: E-mail, World Wide Web, Html, Telnet, Netscape Navigator

Education and Continuing Education (continued on next page)

- ▶ B.S.Ed., Health Promotion and Behavior and Education
University of Georgia, Athens 1998 (pending)
 - ◆ SPECIAL PROJECTS: wrote curricula for the following:
 - Sexuality education curriculum for grades K-5
 - HIV/AIDS curriculum for grades 9-12
 - Mental health curriculum for grades 6-8
 - Wrote paper on domestic violence for injury prevention class
 - Self-defense project, focusing especially on sexual assault
 - ◆ GPA: 3.15 overall / 3.44 within major
 - ◆ Dean's list: Fall 1994, 1996, and 1997
 - ◆ American Institute for Foreign Studies, Salamanca, Spain
 - Lived with Spanish family, Summer 1997
 - Strong language skill in Spanish
- ▶ PSE (Peer Sexuality Educator) Certificate, Peer Sexuality Educator Training
University of Georgia 1997

Education and Continuing Education, continued

► HIV Educator Certificate, HIV Educator Training
American Red Cross 1997

Buddy Training
AIDS Coalition of Northeast Georgia 1997

Ongoing training, AIDS 101
AIDAtlanta 1998

Community Service

■ Volunteer, ACNG (AIDS Coalition of Northeast Georgia)

■ HIV Educator, ARC (American Red Cross)

Work History

STUDENT TEACHER, Oconee County Middle School
Athens, GA 1/98 to 3/98

STUDENT INTERNSHIP, Westview Elementary School
Chattanooga, TN 8/97

SALES ASSOCIATE, Rock Creek Outdoor Store
Chattanooga, TN 12/96

SWIM INSTRUCTOR, Hamilton YMCA
Chattanooga, TN 6/96 to 8/96

STUDENT INTERNSHIP, Girls Preparatory School
Chattanooga, TN 5/95

ASSISTANT SWIM COACH, Hurricane Creek Swim Team
Chattanooga, TN 5/95 to 8/95

SWIM INSTRUCTOR, Ringgold YMCA
Ringgold, GA 5/95 to 8/95

LIFEGUARD, University of Georgia
Athens, GA 9/95 to 6/96

Endeavors

If you were to sit with me and ask me why I wanted to be a White House Intern, I would tell you that I do not want to be a White House Intern. It had never crossed my mind until I heard from a former intern that his experience with the National AIDS Policy Office was an unforgettable one. My mind started racing as it usually does when I hear of such an opportunity.

Being a health educator, I have had the AIDS epidemic on the forefront of my mind as well as my heart. I have met and worked with HIV positive people and seen the struggle they must go through. It is a ruthless virus, one that has my full attention and dedication until its end. Health education is my career of choice, a choice I take very seriously and dedicate myself to. People's well-being truly inspires me every day. This is why I want only the best and broadest experience I can possibly achieve.

Health is such a broad arena. At this point in time AIDS covers much of what the word "health" means. For the past three years I have worked at making myself a competent health educator. I am now committed to this issue. Serving as a Peer Sexuality Educator for my university, receiving my HIV Educator license from the American Red Cross, and volunteering for the AIDS Coalition of Northeast Georgia have been part of my growth as a health educator. Any opportunity to further my knowledge and broaden my experience with HIV/AIDS is my main focus.

I am an extremely dedicated, hard working, focused woman who wants only the best experience. I am looking forward to the opportunity of working with the Policy Office. I believe joining my commitment and dedication with the National AIDS Policy Office will be a great force. Taking advantage of this opportunity to work with such a prestigious office is the best thing that I can do to advance my knowledge and halt the progress of this epidemic.

Writing Sample

What follows is the rationale portion of the HIV/AIDS Curriculum I wrote for grades 9-12 this past year. It discusses why HIV/AIDS education must be a requirement in today's schools.

RATIONALE

Every 15 minutes one American dies of HIV/AIDS; every 13 minutes one American is infected with HIV; and every 9 minutes one American is diagnosed with AIDS. Today AIDS is the leading cause of death among young men ages 20-44 and is the third leading cause of death among women of those ages in the U.S. Based on current trends, an average of two young people are infected with HIV every hour of every day (Office of National AIDS Policy, 1996). AIDS is an epidemic today and the number of people infected is rapidly increasing.

A significant number of teenagers engage in behavior that increases their risk of becoming infected with HIV (U.S. Department of Health and Human Services, 1988). In the adolescent age group sexual activity has increased over the years. A significant number of teenagers engage in behavior that increases their risk of becoming infected with HIV (U.S. Department of Health and Human Services, 1988). Between 1971-1982 the percentage of metropolitan teenage girls who had ever had sexual intercourse has increased from 30% to 45%. In 1982, the percentage of never-married girls who reported having engaged in sexual intercourse was as follows: approximately 6% among 14-year olds, 18% among 15-year-olds, 29% among 16-year-olds, 40% among 17-year-olds, 54% among 18-year-olds, and 66% among 19-year-olds (U.S. Department of Health and Human Services, 1994). Among people diagnosed as having AIDS 21% have been 20-29 years of age. Given that the incubation period between HIV infection and the symptoms of AIDS can be 3-10 years, many of those were probably infected as teenagers. Recent trends also show a rise in infection as well as diagnosis among adolescent females--increasing from 14 % of diagnosed cases of AIDS among adolescents in 1987 to 43 percent in 1994 (Office of National AIDS Policy, 1996). The virus is growing most rapidly among the heterosexual population (Introduction to Health Education and Health Promotion, 1995).

There are approximately 1.2 million injectable drug using addicts in this country. Among them are 25 of every 100 people who have AIDS. These numbers are only rising. Only 12 percent of injectable drug addicts are receiving treatment. In 1988 the Presidential Commission on the HIV Epidemic pointed out that the threat of AIDS tomorrow doesn't stop an addict's need for drugs today. (AIDS: Trading Fear for Facts, 1989).

It is clear to see that HIV/AIDS is a serious issue that needs to be addressed. Schools are a good place to reach adolescents and disseminate HIV information because 91% of all persons between the ages of 5 and 19 in the United States are enrolled in schools, providing an effective way to reach young people. Since AIDS is now an epidemic in this country the only way to address HIV is to teach prevention. (CDC: HIV/AIDS Prevention, 1994)

Today the only way to prevent HIV infection is through education. Given comprehensive information, tools, and skills adolescents can protect themselves from HIV/AIDS until science can provide an alternative.

1650 S. Milledge Avenue
Apartment 4
Athens, GA 30606
February 26, 1998

Director
White House Intern Program
OEOB Room 98
Washington, D.C. 20502

Dear Sir or Madam:

I take very seriously my opportunity to present myself for consideration in the White House Intern Program. Enclosed are the materials requested.

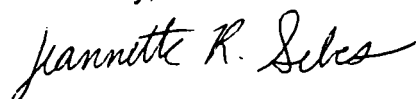
Because I am so interested both in serving my country and in working with AIDS policy through the Intern Program, I would like to take a few minutes to explain my credentials. First, my background includes both an academic degree in health education and practical experience in teaching. During my work at the University of Georgia, I have pursued special projects in curriculum development in order to prepare to do the same in my career. Also, to equip myself for training others in the general public or in the workplace, I have obtained several certifications from the American Red Cross and other organizations. These include my PSE (Peer Sexuality Educator) and HIV Educator certificates, among others.

And my volunteer experience has deepened my understanding of how HIV and AIDS can be addressed. By becoming involved with a regional AIDS Coalition and the local American Red Cross, I have been able to establish my knowledge with the proven test of practical application.

Of course, I have much to learn. But it seems to me that affiliating with the National AIDS Policy Office through the White House Intern Program will offer me considerable opportunities to increase both my knowledge and my experience.

Thank you for taking the time to review my materials. I will be happy to answer other questions at your convenience via phone (706-208-9462) or in person.

Sincerely,



Jeannette R. Sebes

Enclosures

THE WHITE HOUSE
WASHINGTON

MEMORANDUM

To: Intern Supervisors (see list below)
From: Alison M. Kolwaite *amk*
Date: July 2, 1998
Re: Summer Session 2 Interns

Enclosed please find copies of the resume and application cover page for the Interns who have been placed in your office for Summer Session 2. This session runs from July 8 through August 28, 1998, but please note the start and end dates of your Interns as indicated on the cover page of their applications. In addition, please be aware that all Summer Interns must work full-time, with few exceptions.

We have done our best to find an appropriate and meaningful fit for both the Interns and the needs of your office, and are confident that the assigned Intern(s) will be beneficial additions to your office. Should you have further questions, please give me a call at 6-2742.

Total Number of Interns to be placed in this Office for Summer Session 2:

3

Rachel A. Redington/WHO/EOP
Lisa J. Levin/WHO/EOP
Jonathan E. Smith/WHO/EOP
Gregory W. Chang/OPD/EOP
Ann F. Walker/WHO/EOP
Laura K. Capps/WHO/EOP
Judithanne V. Scourfield/WHO/EOP
Daniel C. Montoya/OPD/EOP
Margaret M. Whillock/WHO/EOP
Jonathan H. Adashek/WHO/EOP
Donna L. Geisbert/OPD/EOP
Brian A. Barreto/OPD/EOP
Edward F. Hughes/WHO/EOP
Mona G. Mohib/WHO/EOP
Theresa F. Granger/WHO/EOP
Jacquelyn J. Bennett/WHO/EOP
Mary M. Overbey/OVP @ OVP
Elizabeth R. Newman/WHO/EOP

Ruth A. Eaglin/WHO/EOP
Ilia V. Velez/WHO/EOP
Peter D. Greenberger/WHO/EOP
Eric P. Hothem/WHO/EOP
Carolyn E. Cleveland/WHO/EOP
Michelle Crisci/WHO/EOP
Rebecca A. Cameron/WHO/EOP
Tania I. Lopez/WHO/EOP
Rajiv Y. Mody/WHO/EOP
Betty W. Currie/WHO/EOP
G. Timothy Saunders/WHO/EOP
John Kamensky/OMB/EOP
Alissa K. Brown/WHO/EOP
Carolyn T. Wu/WHO/EOP
Daniel S. Holt/WHO/EOP
Virginia L. Cearley/WHO/EOP
Cynthia M. Jasso-Rotunno/WHO/EOP
Dag Vega/WHO/EOP

Matthew Murguia

INTERN QUESTIONNAIRE

In addition to those they answer for the internship office:

- 1) What processes could be implemented to make your job easier?
- 2) Are there any procedures that we follow that do NOT work well, and how could they be improved?
- 3) How should the interns be managed on a day-to-day manner? Does having one supervisor work, or should they be assigned individually, IE. Sandy, Todd and Daniel?
- 4) How should assignments be made? Should there be an "assignments" box and each intern takes whatever is on top (except for special projects)?
- 5) How should we handle that fact that on occasion one intern may know more about HIV than others? Is this a learning experience about HIV/AIDS, health policy, or about how an office environment works, or all of the above?

INTERN QUESTIONNAIRE

1. What processes could be implemented to make your job easier?

-have a better, more clear intern manual with specific descriptions and examples
-a more detailed orientation with background of the office and staff the first day
2. Are there any procedures that we follow that do NOT work well, and how could they be improved?

-The basic procedures are fine, the explanation behind them may be a little cloudy. It would be of great benefit if each staff member could be clear on what they expect and how they like/prefer things to be done so that the interns know how to approach a particular project.
3. How should the interns be managed on a day-to-day manner? Does having one supervisor work, or should they be assigned individually, ...?

-I'm not sure how I feel about the individual assignments, since we didn't do that. It seems like it would be more efficient, but also there are some staff members who have work for interns to do than others, there could be an initial assignment and then everyone helps everyone. That seems to work well.
4. How should assignments be made? Should there be an "assignments" box and each intern takes whatever is on top (except for projects)?

-I think the assignment box idea sounds good. It would keep things running on a more simple basis. The interns would always know what they could be doing. Maybe if each could write some simple rules or basic things to always be keeping up with (filing...) So that interns would also know to constantly keep up with these from the beginning. With the box interns could look things over and have more of an idea what to do, then you could give the run down in the office to clarify.
5. How should we handle the fact that on occasion one intern may know more about HIV than others? Is this a learning experience about HIV/AIDS, health policy, or about how office environment works, or all of the above?

-I think that may happen from time to time and it should be taken advantage of, this person may be given the work that may need to involve more knowledge or . I think it is a learning experience about all of the above. Certainly about the way an office environment and an organization runs, a great experience. Also more about government and politics...but there is a great deal of learning about HIV/AIDS and policy that goes on, just from seeing the material, statistics, and doing research. It is so important that interns actually do learn these things, because then they can leave here and join in on the challenge of the epidemic.

Intern Questionnaire

What processes could be implemented to make your job easier?

I feel that most of the processes of the office were fine but I feel that the staff should communicate with each other about what and how much work is given to the interns so that they are not swamped and so they do not feel like they are being pulled in different directions because we are everyone's interns. The only other thing I feel would help is that there was some better explanation of what is wanted so that the task does not have to be done over.

Are there any procedures that we follow that do not work well, and how could they be improved.

Truly I don't think that there were any problems with the procedures of the office and for us.

3) Before I thought having supervisor might be better but as I think about it more I think have one supervisor is fine and let everyone give us what they need done because the work that one person can give us is a lot and it worked well that we split the work between the 3 of us. I think that if each intern each gets a separate supervisor then the work might pile up and then they might not feel that they can ask for help. This summers process worked really well.

4) I don't believe that an "assignment" box would be a good idea because the intern may have questions and the written instructions may not be enough. Also, the intern staff interaction would decrease and I believe that this interaction is important for the interns.

5) I feel the interns should take advantage of the persons knowledge and information and learn as much as they can. The fact that someone might know more than someone else should not cause problems because this is how an office environment works in the real world and will prepare the interns for when they graduate and start working.

What processes could be implemented to make your job easier?

Well, I believe that the job is pretty straightforward as long as you know exactly what you are doing and that is what helps. To have direct simple directions for even the most complicated projects would be the biggest help in doing stuff around the office.

Are there any procedures that we follow that do NOT work well, and how could they be improved?

I honestly don't think that I saw anything seriously wrong in the office that could have been improved and that was probably because I was not here long enough to really get to know the office

How should the interns be managed on a day-to-day manner? Does having one supervisor work, or should they be assigned individually, IE Sandy, Todd and Daniel?

I believe that we were managed pretty well, but there was a lot of cooperation between the three of us to get stuff done and so it was easier to work with three different bosses and sometimes four with Matthew. So it was hard sometimes, because we would sometimes be bombarded with a lot of work. I think that in these cases it would be good if when a supervisor is giving work to an intern to ask what they are doing at the time and tell them if what you are giving them is urgent or can be finished tomorrow or whenever. Sometimes I felt that things were urgent when they weren't or was more lax on other work because I was doing something else. But if you were to have three interns and assign each to one supervisor, (STD) then I think that it should be rotated so that all of the interns get to know all of the supervisors and the interaction is higher, but I do not think that one intern should be assigned to one supervisor all summer.

How should assignments be made? Should there be an "assignments" box and each intern takes whatever is on top (except for special projects) ?

Yes, this would be cool. In fact Sarah did this with us a lot, just brought a box of stuff in and let us just go through it one thing at a time. Especially very rudimentary things like faxing, phone calls, filing could go in this box. That way when the interns come in in the morning they come in and just take care of all the easy stuff and get it right out of the way.

How should we handle that fact that on occasion one intern may know more about HIV than others? Is this a learning experience about HIV/AIDS, health policy, or about how an office environment works, or all of the above.

I think that it is a learning experience for every single one of those things and that since the interns have diverse backgrounds each one of them may know something different about all of those things. I think sitting in on conference calls and meetings is a good way to immerse us into this office. But it was always nice when Daniel or Matthew would give us background on what we were working on or tell us to make copies for ourselves and read over it. I liked that on the first day here we got to read some information put out by the office. The office environment is just a learning experience in observation and other ways. The interns will never have all the same knowledge and skills, but you just have to pull from each of their skills.

THE WHITE HOUSE
WASHINGTON

MEMORANDUM

To: Intern Supervisors (see list below)
From: Alison Kolwaite *ank*
Date: August 31, 1998
Re: Fall Session Interns

Enclosed please find copies of the resume, application cover page, and acceptance sheet for the interns who have been placed in your office for the fall session. This session runs from September 2nd through December 23, 1998, but please note the start and end dates of your interns and their hours of availability as indicated on their acceptance sheets.

I have done my best to find an appropriate and meaningful fit for both the interns and the needs of your office, and am confident that the assigned intern(s) will be beneficial additions to your office. Should you have further questions, please give me a call at 6-2742.

Total Number of Interns to be placed in this Office for the Fall Session:

2

Rachel A. Redington/WHO/EOP
Lisa J. Levin/WHO/EOP
Jonathan E. Smith/WHO/EOP
Gregory W. Chang/OPD/EOP
Mary Morrison/WHO/EOP
Laura K. Capps/WHO/EOP
Judithanne V. Scourfield/WHO/EOP
Daniel C. Montoya/OPD/EOP
Holly Thoden/WHO/EOP
Jonathan H. Adashek/WHO/EOP
Essence Washington/OPD/WHO
Brian A. Barreto/OPD/EOP
Edward F. Hughes/WHO/EOP
Carolyn T. Wu/WHO/EOP
Jacquelyn J. Bennett/WHO/EOP
Cynthia M. Jasso-Rotunno/WHO/EOP
Dag Vega/WHO/EOP
Marilyn Jacanin/WHO/EOP

Ruth A. Eaglin/WHO/EOP
Ilia V. Velez/WHO/EOP
Marty Hoffman/WHO/EOP
Eric P. Hothem/WHO/EOP
Carolyn E. Cleveland/WHO/EOP
Michelle Crisci/WHO/EOP
Jane Engelstadt/WHO/EOP
Tania I. Lopez/WHO/EOP
Rajiv Y. Mody/WHO/EOP
Eric Woodard/WHO/EOP
G. Timothy Saunders/WHO/EOP
Cherlie Stallman
Mona G. Mohib/WHO/EOP
Theresa F. Granger/WHO/EOP
Mary M. Overbey/OVP @ OVP
Elizabeth R. Newman/WHO/EOP
Doug Matties/WHO/EOP
Phyllis Kaiser Dark

Spring 1998 _____
(January 7 - May 8)

Summer Session I _____
1998 (May 13 - July 3)

Summer Session II _____
1998 (July 8 - August 28)

Fall 1998 Three days/week; flexible hours
(September 2 - December 23)

All Summer internships are full time. Three day/25 hour weekly minimum required for Fall and Spring Sessions.
Please indicate exact days/hours available.

PERSONAL INFORMATION

Only U.S. citizens are eligible to apply

Full Name: Emily Nicole Seymour

Social Security #: _____ (b)(6) Date of Birth: _____ MF: F

Place of Birth: _____

Current Address: 239 S. 41st Street

Philadelphia, PA 19104 Current Phone: (215) 387-1123

Permanent Address: 928 Nostrand Dr.

Sangerfield, CA 91775 Home Phone: (626) 282-4960

Are you a registered voter? yes If yes, what state: California

Prior Campaign/Political Experience: _____

How did you hear about the White House Intern Program? Past interns - Julie Siegal and Jana Kay

ACADEMIC INFORMATION

College/University: University of Pennsylvania

Expected Year of Graduation: 2000 Major: Philosophy, Politics & Economics GPA: 3.23

Computer Skills: Microsoft Word, Excel, Word Perfect, Lexis/Nexis, Lotus 123, Netscape

Have any disciplinary or administrative actions (i.e. probation, suspension, expulsion) been taken against you by your college or university, or are any pending? _____ Yes ☒ No

Have you ever been charged with or convicted of any criminal offense, DWI or misdemeanor offense? _____ Yes ☒ No

Have you ever used, possessed, supplied or manufactured any illegal drugs? _____ Yes ☒ No

If you answered "yes" to any above question please explain and include the dates of the actions on a separate page.

INTERNSHIP PLACEMENT

Please list in order of preference the four departments that most interest you.
Efforts will be made to accommodate preferences; however, no guarantees can be made.

- 1) National AIDS Policy Office
- 2) National Economic Council
- 3) Domestic Policy
- 4) Chief of Staff



Check this box if you want your application to be considered solely under the competitive service criteria.
(see: Funding Guidelines for details)

Internship Acceptance Sheet

Name: Emily Nicole Seymour

Availability

Fall 1998 Session Dates: September 2 - December 23, 1998

Dates Available (if different than the dates of the Session):

Start Date: 9/9/98

End Date: 12/23/98

Hours Required: minimum of 3 days and 25 hours a week

Hours Available:

Monday:

Tuesday:

Wednesday:

Thursday:

Friday:

8 hrs - 9 hrs

8 hrs - 9 hrs

8 hrs - 9 hrs

Funding

If you are receiving funding from any source other than your immediate family, (e.g. a public interest grant of scholarship), please inform us below. The White House Counsel's Office will review any potential conflicts of interest with the office where you will be placed.

I am receiving funding:

☐

I am not receiving funding:

☒

Source:

Amount:

Emily N. Seymour
Signature

1/30/98
Date

This form should be returned to:

The White House Intern Program
Room 84 Old Executive Office Building
Washington, DC 20502

EMILY N. SEYMOUR

Email Address: eseymour@sas.upenn.edu

School Address: 239 S. 41st Street · Philadelphia, PA. 19104 · (215) 387-1123

Permanent Address: 828 Nostrand Drive · San Gabriel, CA. 91775 · (626) 282-4960

OBJECTIVE

To obtain an internship in Washington, D.C. for the fall semester of 1998 (end of August through December).

EDUCATION

University of Pennsylvania, College of Arts and Sciences, Philadelphia, PA.

- Candidate for Bachelor of Arts in Philosophy, Politics and Economics, Concentration in Politics; May 2000
- Cumulative Average: 3.3
- Relevant courses: Philosophy of Law, American Politics, Social Contract, Ethics, Microeconomics-Honors, Macroeconomics-Honors, Ancient Political Thought
- Complementary courses: Legal Studies-Criminology, French Language, English Literature, Psychology, Media in American Society

Polytechnic School, Pasadena, CA.

- Completed College Preparatory Program, June 1996
- Cumulative Average: 3.75
- Academic Honors: 1993, 1994, 1995, 1996; Advanced Placement Scholar

EMPLOYMENT EXPERIENCE

Metrocorp, Philadelphia Magazine, Philadelphia, PA.

Winter/Spring 1998

- Intern- Assist Director of Circulation for monthly publication. Perform computer research of past articles, format material for presentations, record and analyze demographic information and proofread subscription inserts. Also handle personal requests from subscribers and locate back issues.

Gibson, Dunn and Krutcher, LLP.; Paralegals for Business and Law, Los Angeles, CA.

Summer 1997

- Temporary Paralegal- Actively participated in preparation for depositions in a major trial. Worked intensely with partners and experts in locating documents and evidence. Initiated organization of all files related to case. Constant correspondence with offices across the country keeping up-to-date with new developments and necessary objectives.

Saturday's Child, San Marino, CA.

January-August 1996

- Retail Salesperson- Customer relations, placed orders, took invoice, and closed out cash register at end of each day. Catalogued each purchase and method of payment for owner's records.

The Valley Hunt Club, Pasadena, CA.

Summer 1995

- Tennis Instructor- Day camp counselor for children ages five to thirteen. Ran drills and coordinated matches.

ACTIVITIES

University of Pennsylvania: Alpha Phi Sorority-Panhellenic Coordination Committee and Social Committee; Kite and Key Society-Admissions Office Volunteer-Tour Guide, Ambassador, Hosting and Mentor Program; Undergraduate PPE Advisory board; Newman Catholic Center Council; Social Planning and Events Committee

Polytechnic School: 1996 Alumni Class Representative; Varsity Tennis-Most Valuable Player, All-League Doubles; Varsity Cheerleading-Captain; Girls Service League; National Charity League-Volunteer at Huntington Hospital, Scripps Home for the Elderly, Union Station Homeless Shelter, Kidspace Day Care Center, USC County Medical Center

SKILLS AND INTERESTS

Languages: Proficient in French. Knowledge of Spanish.

Computers: Microsoft Word, Excel, Word Perfect, Lexis/Nexis, Lotus 123, Netscape

Personal: Enjoy hiking, white-water rafting, swimming, tennis and sight-seeing. Avid college football and basketball fan.

Emily Seymour- (b)(6)

I was so excited this past winter break as I returned home for the holidays with the news that I would be spending a semester studying and interning in Washington D.C. As I shared my personal thrill with friends and family, everyone seemed so intrigued and curious to learn about what my experience would entail. I surely expected to answer such mundane questions as "Where will you be living?" or "What classes will you be taking?" but instead I repeatedly encountered one response, "Wow! Are you going to work in the White House?"

Although the idea of interning at the White House had crossed my mind, my interest peaked as I inquired more about the program. My expectations surely do not include rubbing shoulders with Cabinet Secretaries or senior White House Staff members, but more realistically working in a specific office in which I can learn about one narrow aspect of the volume of duties that take place in the building. I am fascinated by the decision-making process that determines American policy. In reading the descriptions of the various offices, I was especially struck by the prospect of observing the actual implementation of such policy agendas. I am positive that merely being present in one of these offices would be a true eye-opening experience as to the multitude of tasks involved to coordinate new programs.

In addition to the basic learning experience, I would feel honored to participate in the supplementary benefits of the program. Working in conjunction with such diverse students who share my curiosity in the field of government would certainly be an amazing benefit. I hold a high respect for President Clinton's commitment to National Service and would treasure the chance to take part in a local service organization during my stay in the city. I can similarly envision myself truly appreciating the opportunity to take part in the speaker series and Washington tours that are available. The ability to come in contact with these exceptional people and gain first-hand knowledge of policy and legislative issues is a privilege like no other. Through observation and active participation, I anticipate a positively unique experience in which my knowledge and interest in the field will surely be enriched.

Emily N. Seymour

October 31, 1997

Philosophy 002/ Ethics

Assignment: Using information from the assigned readings and lectures, state the most permissive position on abortion that you think can be morally justified. Explain how you defend that position and take into account criticisms of your defense.

Moral Permissibility and Abortion

Abortion of a fetal human being has customarily been regarded as one of the greatest morally debatable acts of the human race. Conflicts repeatedly arise when society examines such issues as health risks, religious advocacy and feminist provisos in relation to the status of the fetus, the effects on society as a whole and the rights of the woman herself. However, civil and intellectual debates generally drift from the impact of these effects on society and rather converge to the two central moral subjects involved in the abortion: the pregnant woman and the fetus. In essence, abortion has developed into such a controversial moral dilemma because the unique bond possessed by these two characters is challenged by a conflict of rights. As the fetus indirectly fights for its right to life, the mother-to-be contends her right to control her own body and the ability to determine her future. While society attempts to discover a universal moral truth to this dilemma, the fact of the matter is that each situation and mother/fetus relationship is incomparable. In short, no two cases of pregnancy and/or abortion are alike; each is dependent on the specific circumstances and the mind frame of the woman at the time she makes her decision. Although society debates several exceptional cases and contexts as well as the biological and moral status of the fetus, the more substantial component to the debate is the right of the woman to make an individual decision as to what is right for her. It is therefore justifiable in stating that abortion is morally permissible if the pregnancy and childbearing responsibilities will prevent the woman from proceeding with a life she

wants to live.(Markowitz, “Abortion and Feminism”, 194) By prohibiting a woman’s choice to have an abortion, she is inhibited from her right to an expression of autonomy and thus stripped of certain innate rights to her life.

For all intents and purposes, let us assume throughout this analysis that the fetus does have a right to life. It seems foolish to debate about an apparent biological line that distinguishes the “personhood” of the fetus, being that the most renowned biologists have yet to answer the question. The abortion debate would take an incredible leap forward if society knew the exact point of “humanness”, however this pro-choice position on abortion can be made regardless of the status of the fetus.(Markowitz, “Abortion and Feminism”, 195) More practically, the right of a woman to control her own body, and her life for that matter, is a concrete fact to base a position on, whereas a potential for evidence of personhood is not sufficient to form critical judgments.

The first moral principle to be questioned is whether a “woman’s body is her own property, to dispose of as she wishes”.(Markowitz, “Abortion and Feminism, 194) In other words, even if the fetus has a right to life, it does not necessarily have the right to the use of its mother’s body to sustain that life. This principle is significant in that pro-life advocates struggle to defend the rights of the babies, and somehow deny that the woman bears rights as well. Essentially, “if a human being has any just, prior claim to anything at all, he has a just, prior claim to his own body.”(Thompson, “A Defense of Abortion”, 80) A woman’s body is her own symbolic representation of her right to life.

Perhaps this principle is best illustrated through a paradigm example. If a person happens to open a window to their house, and a burglar takes advantage of the opportunity to climb in and steal, it would be absurd to believe that the burglar had a right

to be present in the house. Furthermore, it is foolish to place full responsibility on the part of the person who opened the window, yet has rightful ownership of the house.

(Thompson, "A Defense of Abortion", 82) Hence, in the case of mother and child if the woman takes precautions to avoid a pregnancy, she should not have to alter her lifestyle to prevent such an "invasion". A woman has a right to lead her life and control her body as she chooses, whereas a fetus does not have a right to her body or the right to infringe upon her lifestyle.

Another principle that must be established is the right of the woman as an autonomous moral agent to have sole decision-making ability in having an abortion. There are three fundamental topics of responsibility that contribute to this principle that abortion is essentially a woman's right to choose. Foremost, is the inequality of the situation of pregnancy with regards to men and women. What seemingly starts out as a joint deed results in an incredible burden on the woman, but a rather less oppressive responsibility choice on the part of the man. While a woman's bodily connection to the fetus makes decision responsibility predestined for her, men are estranged from the physical, psychic and emotional experiences of pregnancy and thus are either ignorant or can choose not to assume such responsibility. (Mackenzie, "Abortion and Embodiment", 180) For this reason women are compromised for what should be a physical blessing and forced into a responsibility that they may or may not have voluntarily chosen. Taking into account the unfairness of the female position, it seems vital to understand a woman's moral autonomy when discussing pregnancy and abortion.

Second, in choosing to have an abortion a woman is not only concerned with the fetus inside of her presently, but the future responsibility of raising a child. One of the

basic questions a woman must ask herself is whether she is competent to provide the physical care and emotional support required for the proper development of the fetus and child.(Mackenzie, "Abortion and Embodiment", 179) For example, if a child is going to be brought into a chaotic, poverty-stricken, broken family he/she will most probably not receive the love and basic needs of a growing child. A mother who is not ready to devote herself to the long-term responsibilities of raising a child, or who simply does not have the resources to provide a healthy environment must question the potential hardship she could be inflicting on this child by bringing him/her into this world. All things considered, there is a moral responsibility associated with pregnancy not solely towards the growing child but for oneself, one's relationships and other prior commitments and dependencies. "When responsibility is construed in such a way it is clear that exercising moral responsibility in no way entails a commitment to maternity and that the choice of abortion is in many cases the morally responsible decision."(Mackenzie, "Abortion and Embodiment", 180) The basic claim to be established is that regardless of the specific reasoning, a woman's decision to have an abortion is an expression of her personal lack of readiness and available resources to bring a child into this world.

Additionally, a woman's decision is not solely a product of her feelings towards the welfare of the future child, but the changes in her own lifestyle that will result as well. There is no such universal standard that morally requires one to make large sacrifices, of health or other interests, for any period of time, in order to keep another person alive.(Thompson, "A Defense of Abortion", 84) Depending on the specific situation, a woman must consider how her personal future life goals and relationships will be affected by raising a child. Biological evidence proves that women often feel separate

from their own bodies, withdrawn from their sexuality, alienated at work and emotionally drained. (Markowitz, "Abortion and Feminism", 199) Realistically, a pregnancy is not the passive experience that many people perceive, but rather an extremely intense process in which the physical and psychological changes drastically alter a woman's sense of self. (Mackenzie, "Abortion and Embodiment", 189) The mother-to-be must examine whether she is ready to experience such a demanding change in bodily perspective. In essence, this argument boils down to the widely accepted notion that people are rightly able to "decide what course their lives should take, especially when some courses involve sacrifices or burdens." (Markowitz, "Abortion and Feminism", 198) Thus a woman is justified in choosing abortion, if her future well-being would be compromised by a new dependency of another human being.

Perhaps the best counter argument to this "right to bodily autonomy" position is a defense of the fetus' right to life and his/her right to have a future like our own. Supporters of this contention question what right the mother has to demand that her body is somehow more important than the potential life of the being growing inside of her. The issue arises of how the fetus' rights are being overlooked, in order to satisfy a feminist appeal for a woman's right to choose.

However, what this argument fails to consider is that in arguing over the fetus' right to a future life, we are denying that very privilege of the woman. While many people already concede that abortion is morally permissible in a case where the mother's life is at stake, in essence an unwanted pregnancy does threaten her life, or rather the life that she desires to pursue. By suffering through the physical burdens of pregnancy as well as facing the future responsibilities of motherhood, the woman loses her right to lead her

life as planned. Consequently, pro-life supporters that stress the value of the fetus' personhood and innate right to a future deny the mother this very status.

Another common allegation against this right to bodily autonomy is the availability of alternatives to abortion, namely adoption. Abortion challengers argue that the only morally responsible choice is maternity, and adoption would be a more responsible choice over that of abortion. Nevertheless, in opting for adoption the woman is essentially abandoning all moral responsibility. While many view abortion as a similar desertion of moral obligation, making a decision against undertaking parental responsibility does not mean that one has abandoned moral responsibility.(Mackenzie, "Abortion and Embodiment", 181) In addition, there is no proof that maternity and adoption are the only morally correct preferences. If abortion is accepted as a decision by an autonomous, moral individual, then whichever path the woman chooses- maternity, abortion, adoption,- she has acted responsibly in the best interest of all subjects involved. By making a decision, the woman chooses a responsible course of action according to her specific situation which in many cases results in choosing abortion.(Mackenzie, "Abortion and Embodiment", 181)

From this cause we should not approach the issue of abortion protecting the ideal of the fetus' right to a future life, but rather respecting the rights of all characters involved. Society must recognize that the morality of abortion is not only a question of the status of the fetus, but the individuality and personhood of the woman as well. By denying the woman her autonomous right to choose abortion, in essence she is deprived of her innate right to pursue her future life.

Application for White House Internship

ENTERED

98/11-
6/8/98

I am applying for an internship for the following terms:

Fall 1996 Mon-Fri / 9-5
(September 4 - December 12)

Spring 1997 (January 8 - April 25)

Summer Session I 1997
(May 14 - July 3)

Summer Session II 1997
(July 9 - August 22)

All summer internships are full time. Three day or 25 hour minimum required for Fall and Spring. Please indicate exact days/hours available.

Personal Information

Full Name: Kelli Stewart

Social Security #: (b)(6) Date of Birth: _____

Place of Birth: _____
City State

Only U.S. citizens are eligible to apply

Permanent Address: 1555 Michigan Avenue
Salt Lake City, Utah 84105

Home Phone: (801) 583-5330 Are you a registered voter? Yes

If yes, what state: Utah

Prior Campaign /Political Experience: Introduction to Legislative Issues/processes at work

Have you ever been charged with or convicted of any criminal offense, DWI or misdemeanor offense? ☐ Yes ☒ No

Have you ever used, possessed, supplied or manufactured any illegal drugs? ☐ Yes ☒ No

If you answered yes to above questions please explain on separate page.

Academic Information

College/University: University of Utah

Current Address: 1555 Michigan Avenue
Salt Lake City, Utah 84105

Current Phone: (801) 583-5330 Expected Year of Graduation: 1998

Major: Behavioral Science & Health GPA 3.3

Computer Skills: Proficiency in IBM PC and Macintosh, including WordPerfect and Microsoft Word

Have any disciplinary or administrative actions (i.e. probation, suspension, expulsion) been taken against you by your college or university, or are any pending? If yes, please explain. ☐ Yes ☒ No

Internship Placement

Please list in order of preference, the four departments that interest you most. Efforts will be made to accommodate preferences, however no guarantees can be made.

- | | |
|--|-------------------------------|
| 1) <u>National AIDS Policy Office</u> | 3) <u>Legislative Affairs</u> |
| 2) <u>Women's Initiatives and Outreach</u> | 4) <u>Political Affairs</u> |

*Check this box if you want your application to be considered solely under the competitive service criteria.
See Funding Guidelines for details.

Internship Acceptance Sheet

Name: Kelli Stewart

Availability

Fall 1998 Session Dates: **September 2 - December 23, 1998**

Dates Available (if different than the dates of the Session):

Start Date: September 2

End Date: December 23

Hours Required: **minimum of 3 days and 25 hours a week**

Hours Available:

Monday:	<u>9-5</u>
Tuesday:	<u>9-5</u>
Wednesday:	<u>9-5</u>
Thursday:	<u>9-5</u>
Friday:	<u>if needed</u>

Funding

If you are receiving funding from any source other than your immediate family, (e.g. a public interest grant of scholarship), please inform us below. The White House Counsel's Office will review any potential conflicts of interest with the office where you will be placed.

I am receiving funding:

☒

I am not receiving funding:

☐

Source: The Hinckley Institute

Amount: \$600 per month

Kelli Stewart
Signature

7-28-98
Date

This form should be returned to: **The White House Intern Program
Room 84 Old Executive Office Building
Washington, DC 20502**

RESUME

Kelli Stewart
1555 Michigan Avenue
Salt Lake City, Utah 84105

(801)583-5330
(801)521-2585
stew@isp.homestar.net

I. Education: B.S. Behavioral Science & Health, Sociology Minor, University of Utah, Fall 1998 graduation. 3.3. Elected Special Topics Editor for *Utah's Health: An Annual Review*, a student journal at the University of Utah. Researched English literature and the arts in London, England as a transfer student through Brigham Young University's study abroad program. Paid three of the four years for my college education. Computer proficiency with both IBM PC and Macintosh computers, including WordPerfect and Microsoft Word.

II. Work Experience:

- 1997-present Office Assistant, Barker and Jorgensen, Salt Lake City, Utah. Administer telephone, copy, fax and computer skills involving tasks related to advertising and public relations. Assisted in preparation for projects related to The Chili Affair, SAE '98, and a Fund-raising list for Utah Open Lands.
- 1995-1997 Assistant Manager/Sales Clerk, The Clog Corner, Salt Lake City, Utah. Trained new employees as well as provided customer assistance and cashier skills. Assignments included preparation for sidewalk sales and routine inventory checks for merchandise.
- 1994-1995 Hostess, The Market Street Broiler, Salt Lake City, Utah. Administered customer assistance through food service and cashier capabilities.

III. Personal: Volunteered at Primary Children's Medical Center in the Child Life department for medical/surgery patients. Earned status through volunteer hours at Primary Children's Medical Center for a member of the auxiliary committee. Danced in Ballet West's Nutcracker, December 1988. Enjoy responsibilities of a piano accompanist. Other interests include: running, tennis, skiing and mountain biking.

IV. References: Available upon request.

ESSAY

I have chosen to apply for the White House Intern Program primarily to experience and see the workings of the Executive Branch. By experiencing such workings, I hope to learn more about the U.S. government in order to familiarize myself with the political aspects of life.

I have also chosen to apply for a White House internship to enhance my field of study. As a Behavioral Science and Health major, my studies have ranged from public policy of health to perspectives of world health, involving research and analysis. Therefore, I hope to be tied to a health organization such as the National AIDS Policy office as it relates to my public health emphasis and interest. As I intend to pursue graduate work, I feel the knowledge and experience I will gain through such endeavors will not only broaden my understanding of health issues on a governmental level, but enhance my ability to understand legislative processes and the workings of the Executive Branch as well. Thus, by working on a staff affiliated with issues such as AIDS, I feel I will be able to take the public health domain of my studies to a new level.

Although health issues are of particular interest, any area of emphasis dealing with governmental processes appeal to me. My work and educational experience this past year has introduced me to the workings of the government as it relates to the Legislative session in Utah. As I have become more familiar with governmental policies and procedures, I hope to experience such governmental workings on a national level. Being highly interested in such affairs serves as motivation and determination to fulfill my interests.

MEMORANDUM

To: Daniel Montoya
From: Jachyn Davis
Date: August 18, 1998
Re: Departure Date

*Approved
J. August 18*

I would like to finish the intern program on August 25, 1998 instead of August 28, 1998.

The reason that I need to go home early is because on August 29, 1998 I would fly into San Francisco and then have to drive down to San Diego on August 30, 1998, which would give me about 24 hours at home.

The reason that I have to be in San Diego on the 30th is because I am going to be a Resident Advisor at my school and training starts on the 31st of August.

I do understand that the last day of the internship program is August 28, 1998 and I am willing to work longer hours the week before I leave to make up for the time lost.

N:\DAVIS\HOME.WPD

SEND TO ALISON KOLWART

Jeannette R. Sebes

202-544-7564

12½ 7th Street, SE
Washington, D.C. 20003
e-mail: jsebes@arches.uga.edu

Skills Summary

- ▶ Selected, Intern for The White House Intern Program, National AIDS Policy Office, Summer Session 1998
- ▶ Certified HIV and Peer Sexuality Educator
- ▶ Community volunteer in AIDS education for Red Cross and regional AIDS Coalition
- ▶ B.S. in Health Promotion & Behavior Education with curriculum development experience (please see EDUCATION and CONTINUING EDUCATION)
- ▶ Computer skills include the following:
 - Operating systems: Macintosh, IBM, Windows 95
 - Application software: MS Word, Works, WordPerfect, Clarisworks, Hyperstudio
 - Other: E-mail, World Wide Web, Html, Telnet, Netscape Navigator

Education and Continuing Education (continued on next page)

- ▶ B.S.Ed., Health Promotion and Behavior and Education 1998
University of Georgia, Athens
 - ◆ SPECIAL PROJECTS: wrote curricula for the following:
 - Sexuality education curriculum for grades K-5
 - HIV/AIDS curriculum for grades 9-12
 - Mental health curriculum for grades 6-8
 - ◆ GPA: 3.3 overall / 3.44 within major
 - ◆ Dean's list: Fall 1994, 1996, and 1997
 - ◆ American Institute for Foreign Studies, Salamanca, Spain
 - Lived with Spanish family, Summer 1997
 - Strong language skill in Spanish
- ▶ PSE (Peer Sexuality Educator) Certificate, Peer Sexuality Educator Training
University of Georgia 1997

Education and Continuing Education, continued

► HIV Educator Certificate, HIV Educator Training
American Red Cross 1997

Buddy Training
AIDS Coalition of Northeast Georgia 1997

Ongoing training, AIDS 101
AIDAtlanta 1998

Community Service

■ Volunteer, ACNG (AIDS Coalition of Northeast Georgia)

■ HIV Educator, ARC (American Red Cross)

Work History

*INTERN, The White House
Washington, D.C.*

Summer Session 1998

STUDENT TEACHER, Oconee County Middle School
Athens, GA 1/98 to 3/98

STUDENT INTERNSHIP, Westview Elementary School
Chattanooga, TN 8/97

SALES ASSOCIATE, Rock Creek Outdoor Store
Chattanooga, TN 12/96

SWIM INSTRUCTOR, Hamilton YMCA
Chattanooga, TN 6/96 to 8/96

STUDENT INTERNSHIP, Girls Preparatory School
Chattanooga, TN 5/95

ASSISTANT SWIM COACH, Hurricane Creek Swim Team
Chattanooga, TN 5/95 to 8/95

SWIM INSTRUCTOR, Ringgold YMCA
Ringgold, GA 5/95 to 8/95

LIFEGUARD, University of Georgia
Athens, GA 9/95 to 6/96



Supervisor's Evaluation Form

To: Mr. Daniel Montoya
White House Office of National AIDS Policy

Due: September 3, 1998

Student: Davis, Jachyn

Term: Summer, 1998

Units: 4.00

Please complete this evaluation, discuss it with the student and return it to the Academic Internship Program. We must have this form in our office by the due date, in order for the student to receive a passing grade.

Relations with co-workers:

- ☒ Outstanding
☐ Above Average
☐ Average
☐ Below Average

Initiative:

- ☒ Outstanding
☐ Above Average
☐ Average
☐ Below Average

Judgement:

- ☒ Outstanding
☐ Above Average
☐ Average
☐ Below Average

Dependability:

- ☒ Outstanding
☐ Above Average
☐ Average
☐ Below Average

Ability to Learn:

- ☒ Outstanding
☐ Above Average
☐ Average
☐ Below Average

Quality of Work:

- ☒ Outstanding
☐ Above Average
☐ Average
☐ Below Average

Overall Performance:

(please circle one)

Outstanding

4

Above Average

3

Average

2

Below Average

1

How well did the student assist your organization?

- Jachyn was an integral part of this office and the ability for this office to maintain its duties on coordinating federal HIV/AIDS policy for the President.*
1. What skills and abilities did the student demonstrate? *Jachyn was a quick study and always took the initiative in providing assistance on any project.*
2. What skills need development? *In her eagerness to provide assistance, she can tend to overload her duties + responsibilities.*

YES / NO

- ☐ ☐ Would you like this internship listing to remain active?
☐ ☐ Would you like to make any changes to this internship?

Student's Supervisor

Title

Date

25 Aug 1998



ACADEMIC INTERNSHIP PROGRAM (0422)
(619) 534-4355

9500 GILMAN DRIVE
LA JOLLA, CALIFORNIA 92093-0422

August 10, 1998

I want to thank you for participating in the Academic Internship Program and for providing the intern with a valuable learning experience.

As the student's supervisor/mentor, discussion of your assessment of his or her abilities will contribute to the student's professional growth. Please complete the enclosed evaluation form and make a copy to be shared with the student. Please return the original, **by mail or fax (619-534-1707)** to the Academic Internship Program promptly. If you fax the evaluation, please do *not* mail the original.

IT IS ESSENTIAL THAT THE ENCLOSED SUPERVISOR'S EVALUATION FORM BE RETURNED TO OUR OFFICE BY SEPTEMBER 3, 1998. SUCCESSFUL COMPLETION OF THE INTERNSHIP IS AN IMPORTANT PART OF THE STUDENT'S GRADE. PLEASE NOTIFY US IF YOU ARE UNABLE TO RETURN THE EVALUATION FORM ON TIME.

I sincerely hope that the intern has been a positive addition to your staff and has been helpful to your work. Our goal is that participation in the Academic Internship Program should be a mutually beneficial experience.

I appreciate your help in making this opportunity available and your dedication to the student. If you have any questions or suggestions regarding the program, please call Linda Feldman, Director AIP, at (619) 534-4355.

Sincerely,

DAVID K. JORDAN
Provost, Warren College &
Faculty Director, Academic Internship Program

Enclosure

*** TX REPORT ***

TRANSMISSION OK

TX/RX NO	3018
CONNECTION TEL	916195341707
SUBADDRESS	
CONNECTION ID	
ST. TIME	08/25 15:15
USAGE T	01'07
PGS. SENT	2
RESULT	OK



FACSIMILE

OFFICE OF NATIONAL AIDS POLICY

EXECUTIVE OFFICE OF THE PRESIDENT

736 Jackson Place
Washington, DC 20503

Phone: (202) 456-AIDS (2437)
Fax: (202) 456-2438

TO:

David K. Jordan

FAX NUMBER:

619-534-1707

FROM:

Daniel Montoya

Record Type: Record

To: See the distribution list at the bottom of this message
cc: See the distribution list at the bottom of this message
Subject: Intern Program -- Expectations Guide

December 23, 1997

MEMORANDUM FOR WHITE HOUSE SENIOR STAFF

FROM: VIRGINIA M. APUZZO
ASSISTANT TO THE PRESIDENT FOR
MANAGEMENT AND ADMINISTRATION

RE: Intern Program -- Expectations Guide

Thanks to all the offices in attendance at yesterday's working group session on the Intern Program. As we mentioned, the working group's ongoing input is essential as we develop an intern program that reflects the Administration's commitment to education and young people.

For those offices not in attendance, the primary focus of Monday's meeting was to discuss ways that the intern program can provide valuable educational experiences for all interns. Despite the fact that the majority of offices offer excellent experiences for interns, exit interviews reflected some offices could improve upon their programs.

At the meeting, we distributed a draft guide developed for intern supervisors and individual offices. Our expectation is for each office to develop and offer a broad range of experiences for their interns. Each program should identify, early in an intern session, the desired outcomes for interns in the office. A quality program should also involve assessment at several points during each person's internship.

Please review the draft guide and offer feedback and comments as necessary. We will be finalizing the guide soon after the first of the year. If you were not at the meeting or need another copy of the draft guide, please contact the Intern Office (x62742).

In the interim, we would like to see a short outline of the current role of your interns and learning experiences your office will be offering future interns. Feel free to send the outline

of your office's program by e-mail to Maria Westfried as close to the New Year as possible.

We will also be distributing copies of recent evaluations received from interns. Items identified by your former interns could be helpful as you put together the outline of your program for the Spring Session.

As the Spring Session progresses, we will be working with your offices and interns to improve the overall program. We look forward to working with each office as together, we try to strengthen the intern experience.

Thank you.

Message Sent To:

Nancy V. Hernreich/WHO/EOP
Erskine B. Bowles/WHO/EOP
John Podesta/WHO/EOP
Sylvia M. Mathews/WHO/EOP
Rahm I. Emanuel/WHO/EOP
Thurgood Marshall Jr/WHO/EOP
Stephen B. Silverman/WHO/EOP
Ann F. Lewis/WHO/EOP
Stacie Spector/WHO/EOP
Michael Waldman/WHO/EOP
Charles F. Ruff/WHO/EOP
Cheryl D. Mills/WHO/EOP
Roberta W. Greene/WHO/EOP
Marsha E. Berry/WHO/EOP
Thurgood Marshall Jr/WHO/EOP
Mickey Ibarra/WHO/EOP
Fred DuVal/WHO/EOP
Lynn G. Cutler/WHO/EOP
Emily Bromberg/WHO/EOP
John L. Hilley/WHO/EOP
Susan A. Brophy/WHO/EOP
Jeffrey A. Forbes/WHO/EOP
Alphonse J. Maldon/WHO/EOP
Janet Murguia/WHO/EOP
Melinda N. Bates/WHO/EOP
Susan L. Hazard/WHO/EOP
Craig T. Smith/WHO/EOP
Minyon Moore/WHO/EOP
Karen E. Skelton/WHO/EOP
Bob J. Nash/WHO/EOP
Marsha Scott/WHO/EOP
Dorian V. Weaver/WHO/EOP
Michael D. McCurry/WHO/EOP
Amy W. Tobe/WHO/EOP
Maria Echaveste/WHO/EOP
Robert B. Johnson/WHO/EOP
Doris O. Matsui/WHO/EOP
Audrey T. Haynes/WHO/EOP
Stephanie S. Streett/WHO/EOP
Dan K. Rosenthal/WHO/EOP
Todd Stern/WHO/EOP
Phillip Caplan/WHO/EOP
Daniel W. Burkhardt/WHO/EOP
Mary M. Overbey/OVP @ OVP
Ron Klain/OVP @ OVP
Bruce N. Reed/OPD/EOP
Gene B. Sperling/OPD/EOP
Sandra Thurman/OPD/EOP

Message Copied To:

THE WHITE HOUSE
WASHINGTON

MEMORANDUM FOR ALL WHITE HOUSE INTERNS

FROM: MADGE HENNING
DIRECTOR, WHITE HOUSE INTERN PROGRAM

SUBJECT: PROGRAM EVALUATION

DATE: June 25, 1997

HH

I hope that all of you have found your Summer internship at the White House fulfilling and exciting. I have received much positive feedback from your supervisors.

As a service to us and to future interns, I would appreciate it if you could all take some time in the next week to fill out this questionnaire and evaluation form.

These forms will be reviewed by me and the information given will be used to evaluate the program. It is critical to the continued success of the program that you be candid in your assessments, and that you do complete the survey prior to your departure.

Thanks for your feedback!

PERSONAL:

1. Name (optional)

2. Department

AIDS Policy

3. # of hours worked per week

40-42

4. Have you ever worked in Washington, D.C. before?

NO

If yes, where?

5. If you are an undergraduate, have you applied to your school for academic credit for the work you have done this term or are you on an off campus program from your school?

NO

5a) If you answered yes to Question 5, please list your school below:

WORK:

1. On a scale of 1-5, with one representing the worst and five representing the best, please rate your overall experience in the White House.

1
Poor

2

3
Good

4

~~5~~
Excellent

2. What type of work did you do in your office? Did you undertake any interesting or unusual projects? If so, what?

faxing, copying,
working on memos for the Director, letter writing, ...

3. Did you feel as if the work that you did utilized your skills effectively? Why or why not?

Yes, b/c they ~~was~~ entrusted me with
important tasks.

4. Please comment on White House Staff interaction with you and the other interns in your office? Was there frequent or very little contact with staff members? Too much or too little supervision? Were your tasks clearly defined?

Frequent interaction, Trust as seen in little
supervision.

5. What new skills, if any, did your experience in the White House teach you? Was the staff helpful in learning these skills?

Eliciting information.

SPEAKER SERIES AND TOURS:

1. Using the 1-5 scale, please evaluate the speaker series.

1
Poor

2

3
Good

4

5
Excellent

2. Which speakers did you enjoy the most?

Colman McCarthy

3. Please provide suggestions for improving the speaker series.

Try to get some more . . . :

4. Did you attend any of the tours that the intern office planned? If so which ones and how would you rate them?

Yes, the Capitol and Holocaust. There was NO instructions on where to go and meet. The Intern Office was horrible. They simply said to go "to the

5. What kinds of events would be beneficial to the intern program in the future?

More social interaction with other interns.

OVERALL ASSESSMENT:

1. What were the best things about your internship?

The small, personal office.

2. What would you have changed about your internship?

Try to meet other interns.

3. Other comments and suggestions:

Get organized, before you plan things.

Group Dest!"
Nobody at the
Capitol Tour
knew about
the White House
Tour.
Completely
Unorganized!!
Absolutely
Ridiculous!

THE WHITE HOUSE
WASHINGTON

MEMORANDUM FOR ALL WHITE HOUSE INTERNS

FROM: MADGE HENNING
DIRECTOR, WHITE HOUSE INTERN PROGRAM

SUBJECT: PROGRAM EVALUATION

DATE: June 25, 1997

HA

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As a service to us and to future interns, I would appreciate it if you could all take some time in the next week to fill out this questionnaire and evaluation form.

These forms will be reviewed by me and the information given will be used to evaluate the program. It is critical to the continued success of the program that you be candid in your assessments, and that you do complete the survey prior to your departure.

Thanks for your feedback!

PERSONAL:

1. Name (optional)

2. Department AIDS POLICY

3. # of hours worked per week 40

4. Have you ever worked in Washington, D.C. before? NO
If yes, where?

5. If you are an undergraduate, have you applied to your school for academic credit for the work you have done this term or are you on an off campus program from your school? NO

5a) If you answered yes to Question 5, please list your school below:

WORK:

1. On a scale of 1-5, with one representing the worst and five representing the best, please rate your overall experience in the White House.

1
Poor

2

3
Good

4

5
Excellent

2. What type of work did you do in your office? Did you undertake any interesting or unusual projects? If so, what?

NO, NOT REALLY!

3. Did you feel as if the work that you did utilized your skills effectively? Why or why not?

NO, NOT PARTICULARLY

4. Please comment on White House Staff interaction with you and the other interns in your office? Was there frequent or very little contact with staff members? Too much or too little supervision? Were your tasks clearly defined?

WE WERE FORTUNATE ENOUGH TO HAVE
INTIMATE CONTACT WITH OUR SUPERVISOR MS. SANDRA
THURMAN — A TRULY AMAZING WOMAN!

5. What new skills, if any, did your experience in the White House teach you? Was the staff helpful in learning these skills?

NOTHING IN PARTICULAR

SPEAKER SERIES AND TOURS:

1. Using the 1-5 scale, please evaluate the speaker series.

1
Poor

2

3
Good

4

5
Excellent

2. Which speakers did you enjoy the most?

3. Please provide suggestions for improving the speaker series.

4. Did you attend any of the tours that the intern office planned? If so which ones and how would you rate them?

NOT PARTICULARLY

5. What kinds of events would be beneficial to the intern program in the future?

OVERALL ASSESSMENT:

1. What were the best things about your internship?

2. What would you have changed about your internship? — MORE EXPOSURE TO THE ACTUAL ONGOING AT THE WHITE HOUSE —
OUR INTERNSHIP WAS PARTICULARLY ALIENATING SINCE WE WERE ALMOST THREE BLOCKS AWAY FROM THE OEOB.

3. Other comments and suggestions:

NOTHING OTHER THAN THANKING YOU
ONCE AGAIN FOR YOUR GENEROUS
INVITATION TO BECOME A WHITE HOUSE
INTERN.

SPR/SUMM 197

National

AIDS

policy

[

THE WHITE HOUSE
WASHINGTON

MEMORANDUM FOR ALL WHITE HOUSE INTERNS

FROM: MARIA WESTFRIED
DIRECTOR, WHITE HOUSE INTERN PROGRAM

SUBJECT: PROGRAM EVALUATION

DATE: AUGUST 1997

I hope that all of you have found your Summer internship at the White House fulfilling and exciting. I have received much positive feedback from your supervisors.

As a service to us and to future interns, I would appreciate it if you could all take some time in the next week to fill out this questionnaire and evaluation form.

These forms will be reviewed by me and the information given will be used to evaluate the program. It is critical to the continued success of the program that you be candid in your assessments, and that you do complete the survey prior to your departure.

Thanks for your feedback!

PERSONAL:

1. Name (optional)

2. Department

3. # of hours worked per week

4. Have you ever worked in Washington, D.C. before?
If yes, where?

5. If you are an undergraduate, have you applied to your school for academic credit for the work you have done this term or are you on an off campus program from your school?

5a) If you answered yes to Question 5, please list your school below:

WORK:

1. On a scale of 1-5, with one representing the worst and five representing the best, please rate your overall experience in the White House.

1
Poor

2

3
Good

4

5
Excellent

2. What type of work did you do in your office? Did you undertake any interesting or unusual projects? If so, what?

Mainly secretarial- typing, faxing, copying, answering phones, etc.

3. Did you feel as if the work that you did utilized your skills effectively? Why or why not?

The secretarial tasks certainly did not effectively utilize my skills (except, perhaps, devising the language for correspondences). The few times I had to research, I was able to use my skills & found that work rather interesting. I have a strong interest in the epidemic, the technical aspect, & I wasn't able to

4. Please comment on White House Staff interaction with you and the other interns in your office? Was there frequent or very little contact with staff members? Too much or too little supervision? Were your tasks clearly defined?

The interaction was excellent. Both Daniel Nantoya & Sandy Thurman were a pleasure to work for. I had frequent contact with Daniel & although he was demanding at times, he was very fair, understanding & pleasant. The supervision was just enough & the tasks were clearly defined. What made my experience most enjoyable was the interaction with the other interns in my office. Because we were secluded from all the other interns we were forced to bond with each other.

5. What new skills, if any, did your experience in the White House teach you? Was the staff helpful in learning these skills?

How to use fax, copy machines, set up conference calls, refine my phone etiquette, draft response letters. The staff was very helpful, along with the interns who had been there longer than we.

SPEAKER SERIES AND TOURS:

1. Using the 1-5 scale, please evaluate the speaker series.

1
Poor

2

3
Good

4

5
Excellent

2. Which speakers did you enjoy the most?

Shalala, Cohen

3. Please provide suggestions for improving the speaker series.

Allowing interns, not in the OEOB, ~~to~~ more than 10 minutes to sign up for popular tours. Nearly every tour that went out when I learned we could go on it, it was already filled.

4. Did you attend any of the tours that the intern office planned? If so which ones and how would you rate them?

No.

5. What kinds of events would be beneficial to the intern program in the future?

Better publicized social events (for those of us who could not get to the OEOB every day); ~~the~~

OVERALL ASSESSMENT:

1. What were the best things about your internship?

- My interaction with the staff & interns in the office;
- Through my tasks, reading interesting material dealing with AIDS.
- seeing the gritty-grit of the executive office & all the little things that must be done (most times, by interns).

2. What would you have changed about your internship?

Have the office set up specific individual or two person projects of a more technical, substantive nature. Perhaps, have a secretary on staff, so the interns can get more out of their experience.

3. Other comments and suggestions:

Although all these comments may sound negative on the whole I had quite a rewarding experience. The information that passed through my hands was quite interesting, the people I interacted with were a pleasure to work with & I looked forward to work each day.

AIDS

POLICY

OFFICE

1

MEMORANDUM FOR ALL WHITE HOUSE INTERNS

FROM: MARIA WESTFRIED
DIRECTOR, WHITE HOUSE INTERN PROGRAM

SUBJECT: PROGRAM EVALUATION

SESSION: FALL 1997

I hope that all of you have found your internship at the White House fulfilling and exciting. I have received much positive feedback from your supervisors.

As a service to us and to future interns, I would appreciate it if you could all take some time to fill out this questionnaire and evaluation form.

These forms will be reviewed by me and the information given will be used to evaluate the program. It is critical to the continued success of the program that you be candid in your assessments, and that you do complete the survey prior to your departure.

Thanks for your feedback!

PERSONAL:

1. Name (optional)

2. Department OFFICE OF NATIONAL AIDS POLICY

3. # of hours worked per week 55-60

4. Have you ever worked in Washington, D.C. before? NO
If yes, where?

5. If you are an undergraduate, have you applied to your school for academic credit for the work you have done this term or are you on an off campus program from your school? NO

5a) If you answered yes to Question 5, please list your school below: N/A

WORK:

1. On a scale of 1-5, with one representing the worst and five representing the best, please rate your overall experience in the White House.

1
Poor

2

3
Good

4

5
Excellent

2. What type of work did you do in your office? Did you undertake any interesting or unusual projects? If so, what?

ADMINISTRATIVE (PHONES, FAX, COPYING), SPEECHWRITING, CORRESPONDENCE WRITING, RESEARCH, REPLIES TO PUBLIC INQUIRIES, BRIEFING THE DIRECTOR

3. Did you feel as if the work that you did utilized your skills effectively? Why or why not?

YES - OBVIOUSLY THE ADMINISTRATIVE TASKS WERE NOT THE HIGHLIGHT, BUT THEY WERE ALWAYS ACCOMPANIED BY THE OPPORTUNITY TO DO AS MUCH SUBSTANTIVE WORK AS WAS AVAILABLE.

4. Please comment on White House Staff interaction with you and the other interns in your office? Was there frequent or very little contact with staff members? Too much or too little supervision? Were your tasks clearly defined?

INTERACTION WAS VERY FREQUENT, VERY CASUAL, VERY COMFORTABLE. THE OFFICE IS A FAMILY - VERY SUPPORTIVE + LOVING. THE STAFF IS ABSOLUTELY WONDERFUL.

5. What new skills, if any, did your experience in the White House teach you? Was the staff helpful in learning these skills?

SPEECH & LETTER WRITING, POLITICAL UNDERSTANDING (IE, UNDERSTANDING THE VARIOUS + MULTILEVEL MOTIVATIONS + CONSEQUENCES TO ANY POLITICAL ACTION, AND FIGURING HOW TO NAVIGATE THROUGH THEM) - STAFF WAS VERY HELPFUL IN THAT THEY ALLOWED ME TO TRY NEW THINGS AND WERE PATIENT AS I LEARNED.
SPEAKER SERIES AND TOURS:

1. Using the 1-5 scale, please evaluate the speaker series.

1
Poor

2

3
Good

4

5
Excellent

2. Which speakers did you enjoy the most?

RAHM EMANUEL + BILL PRESS (CROSSFIRE)

3. Please provide suggestions for improving the speaker series.

SANDY THORMAN, DIRECTOR OF OFFICE OF NATIONAL AIDS POLICY, WOULD BE A GREAT ADDITION. DISCUSSION STYLES PRESENTATIONS SUCH AS RAHM-EMMUEL'S ARE MUCH PREFERABLE TO SPEECHES, I.G. RM 248 OVER 450!

4. Did you attend any of the tours that the intern office planned? If so which ones and how would you rate them?

NO. (SORRY!)

5. What kinds of events would be beneficial to the intern program in the future?

MORE SOCIAL / GET-TO-KNOW-YOU EVENTS, BUT THEY MUST TAKE PLACE IMMEDIATELY AT START OF SESSION, OTHERWISE PEOPLE ALREADY BREAK OFF INTO SEPARATE GROUPS + ARE LESS INCLINED / ENTHUSIASTIC ABOUT MEETING NEW PEOPLE.

OVERALL ASSESSMENT:

1. What were the best things about your internship?

THE STAFF IN MY OFFICE. THE ~~OPPORTUNITIES~~ OPPORTUNITIES TO ATTEND CONFERENCES / MEETING W/ STAFF. WHAT I LEARNED ABOUT AIDS THROUGH THE STAFF.

2. What would you have changed about your internship?

I WISH I WAS FRIENDS W/ MORE INTERNS OUTSIDE OF MY OFFICE.

3. Other comments and suggestions:

THE WHITE HOUSE
WASHINGTON

MEMORANDUM FOR ALL WHITE HOUSE INTERNS

FROM: MARIA WESTFRIED
DIRECTOR, WHITE HOUSE INTERN PROGRAM

SUBJECT: PROGRAM EVALUATION

DATE: AUGUST 1997

I hope that all of you have found your Summer internship at the White House fulfilling and exciting. I have received much positive feedback from your supervisors.

As a service to us and to future interns, I would appreciate it if you could all take some time in the next week to fill out this questionnaire and evaluation form.

These forms will be reviewed by me and the information given will be used to evaluate the program. It is critical to the continued success of the program that you be candid in your assessments, and that you do complete the survey prior to your departure.

Thanks for your feedback!

PERSONAL:

1. Name (optional) REGAN HALL REINERTH

2. Department OFFICE of NATIONAL AIDS POLICY

3. # of hours worked per week 40

4. Have you ever worked in Washington, D.C. before? NO
If yes, where?

5. If you are an undergraduate, have you applied to your school for academic credit for the work you have done this term or are you on an off campus program from your school? NO

5a) If you answered yes to Question 5, please list your school below:

WORK:

1. On a scale of 1-5, with one representing the worst and five representing the best, please rate your overall experience in the White House.

1 2 3 ④ 5
Poor Good Excellent

2. What type of work did you do in your office? Did you undertake any interesting or unusual projects? If so, what?

I did some office assistant work (faxing, copying etc), but also was given the opportunity to pursue my own area of interest w/ assistance from the staff. I worked on conference calls, wrote response letters and did research on drug assistance programs, AIDS in Africa etc.

3. Did you feel as if the work that you did utilized your skills effectively? Why or why not?

Not fully. I have been active in the AIDS community for ten years and I would often that the staff here had time to take advantage of that - however they are currently in a transition mode and I understand why they didn't have as much time to work with the interns as they could have.

4. Please comment on White House Staff interaction with you and the other interns in your office? Was there frequent or very little contact with staff members? Too much or too little supervision? Were your tasks clearly defined?

I had frequent contact with Daniel Montoya and learned many valuable things from him. Tasks were well-distributed amongst the interns, but often I didn't have much to do so I worked on my independent project. I believe this is due to the fact that most of the staff went to a convention + then on vacation. *

5. What new skills, if any, did your experience in the White House teach you? Was the staff helpful in learning these skills?

For the first time I saw AIDS from a government perspective - what issues they are concerned with, how the bureaucracy works and how much heart the staff here @ ONAP really has!

SPEAKER SERIES AND TOURS:

1. Using the 1-5 scale, please evaluate the speaker series.

1 2 3 4 5
Poor Good Excellent

2. Which speakers did you enjoy the most?

3. Please provide suggestions for improving the speaker series.

4. Did you attend any of the tours that the intern office planned? If so which ones and how would you rate them?

White House - poor.

5. What kinds of events would be beneficial to the intern program in the future?

Better White House tour. The tour was exactly the same one tourists are given and I was let down - it wasn't really worth my time.

OVERALL ASSESSMENT:

1. What were the best things about your internship?

2 exposure to ONAP staff. I was treated like staff, not a gopher as many interns are, and I felt like I had the opportunity to share my opinions & they were heard and respected.

2. What would you have changed about your internship?

More structure for what the interns do. There was a lot of down time here and I'm sure we could have been doing something for ONAP if they had the time to assign things to us.

3. Other comments and suggestions:

For the internship office: the ONAP is not in the OEGB and it is not often easy to leave and run to the OEGB to sign up for tours etc. By the time many of us had a chance to get there, the slots were taken. Reaching someone by phone to sign up was often impossible.

Make sure to be more considerate to those who want to attend the scheduled programs, but who cannot sign up in the OEGB due to the inconvenience of office location. Maybe you could reserve @ least two slots for offices w/ interns that are not located in the OEGB. I missed too much due to this & hopefully you will correct the problem for others.

THE WHITE HOUSE
WASHINGTON

MEMORANDUM FOR ALL WHITE HOUSE INTERNS

FROM: MARIA WESTFRIED
DIRECTOR, WHITE HOUSE INTERN PROGRAM

SUBJECT: PROGRAM EVALUATION

DATE: AUGUST 1997

I hope that all of you have found your Summer internship at the White House fulfilling and exciting. I have received much positive feedback from your supervisors.

As a service to us and to future interns, I would appreciate it if you could all take some time in the next week to fill out this questionnaire and evaluation form.

These forms will be reviewed by me and the information given will be used to evaluate the program. It is critical to the continued success of the program that you be candid in your assessments, and that you do complete the survey prior to your departure.

Thanks for your feedback!

PERSONAL:

1. Name (optional) *Vi Nguyen*
2. Department *Office of National AIDS Policy*
3. # of hours worked per week *45-50*
4. Have you ever worked in Washington, D.C. before? *NO*
If yes, where?
5. If you are an undergraduate, have you applied to your school for academic credit for the work you have done this term or are you on an off campus program from your school? *NO*

5a) If you answered yes to Question 5, please list your school below:

WORK:

1. On a scale of 1-5, with one representing the worst and five representing the best, please rate your overall experience in the White House.

1 2 3 4 5
Poor Good Excellent

2. What type of work did you do in your office? Did you undertake any interesting or unusual projects? If so, what? Mostly administrative and secretarial work. I did get to undertake some interesting projects, such as attending conference calls and conducting relevant research for my office.

3. Did you feel as if the work that you did utilized your skills effectively? Why or why not?

Not really because I ~~do~~ think that everybody could have done my job. Secretarial work isn't exactly challenging, although it is stressful and time-consuming.

4. Please comment on White House Staff interaction with you and the other interns in your office? Was there frequent or very little contact with staff members? Too much or too little supervision? Were your tasks clearly defined? The staff was almost always busy, with phone calls, meetings, etc. We had very little face-to-face contact but they always made sure to be available when we needed them. Our office also had weekly lunches together to just talk. Personal and professional interaction were great overall.

5. What new skills, if any, did your experience in the White House teach you? Was the staff helpful in learning these skills? Managerial skills, how to cooperate with other people and work together (i.e. other interns), how big strides come from taking small steps.... I am also now a master at answering phone calls!

SPEAKER SERIES AND TOURS:

1. Using the 1-5 scale, please evaluate the speaker series.

1 2 3 4 5
Poor Good Excellent

2. Which speakers did you enjoy the most? Donna Shalala

(William Cohen was the only other one I saw.)

3. Please provide suggestions for improving the speaker series.

Cut down on speaking time, more time for question-and-answer

4. Did you attend any of the tours that the intern office planned? If so which ones and how would you rate them? Yes: FBI — best one

Library of Congress

White House — too short

Pentagon

5. What kinds of events would be beneficial to the intern program in the future?

A white House tour early on — first day

Also, let the interns have some background knowledge of where they are working before the first day.

OVERALL ASSESSMENT:

1. What were the best things about your internship?

The people I got to work with — interns and staff — were awesome. Without them, my internship might have been horrible. Also, the things I got to do that only a white House intern could do.

2. What would you have changed about your internship?

Decrease the number of hours I worked a week.

Increase the number of weeks in the session.

3. Other comments and suggestions:

As you may be aware, the Office of National AIDS Policy is not located in the white House nor is it in the OEOP. Oftentimes, the other interns and I, felt as if we had an unfair disadvantage when it came to signing up for tours. 99% of the time the tours would be filled before we even had the chance to run over to the OEOP. We, with me being the exception, missed out on many of the intern events because of this reason. Perhaps, you can arrange some system whereby at least one intern from any office outside the OEOP will have a guaranteed space on the tour or at least ~~have~~ give the supervisor special notice.

W

THE WHITE HOUSE
WASHINGTON

MEMORANDUM FOR ALL WHITE HOUSE INTERNS

FROM: MADGE HENNING
DIRECTOR, WHITE HOUSE INTERN PROGRAM

SUBJECT: PROGRAM EVALUATION

DATE: June 25, 1997

HA

I hope that all of you have found your Summer internship at the White House fulfilling and exciting. I have received much positive feedback from your supervisors.

As a service to us and to future interns, I would appreciate it if you could all take some time in the next week to fill out this questionnaire and evaluation form.

These forms will be reviewed by me and the information given will be used to evaluate the program. It is critical to the continued success of the program that you be candid in your assessments, and that you do complete the survey prior to your departure.

Thanks for your feedback!

PERSONAL:

1. Name (optional)

2. Department

AIDS Policy Office

3. # of hours worked per week

40

4. Have you ever worked in Washington, D.C. before?
If yes, where?

No

5. If you are an undergraduate, have you applied to your school for academic credit for the work you have done this term or are you on an off campus program from your school?

No

5a) If you answered yes to Question 5, please list your school below:

WORK:

1. On a scale of 1-5, with one representing the worst and five representing the best, please rate your overall experience in the White House.

1
Poor

2

3
Good

4

5
Excellent

2. What type of work did you do in your office? Did you undertake any interesting or unusual projects? If so, what?

office support work, speech writing

3. Did you feel as if the work that you did utilized your skills effectively? Why or why not?

I liked writing speeches

No - While I understand interns are never entrusted with any position to influence policy, it would have been nice to know that I was capable of working in my office because of my knowledge and ability, not because I

4. Please comment on White House Staff interaction with you and the other interns in your office? Was there frequent or very little contact with staff members? Too much or too little supervision? Were your tasks clearly defined? know how to FAX.

The staff in my office was wonderful

5. What new skills, if any, did your experience in the White House teach you? Was the staff helpful in learning these skills?

SPEAKER SERIES AND TOURS:

1. Using the 1-5 scale, please evaluate the speaker series.

1
Poor

2

3
Good

4

5
Excellent

2. Which speakers did you enjoy the most?

3. Please provide suggestions for improving the speaker series.

4. Did you attend any of the tours that the intern office planned? If so which ones and how would you rate them?

yes - Supreme Court was good
The Capitol would have been nice had we been told we needed to get there 1/2 hr. early

5. What kinds of events would be beneficial to the intern program in the future?

The first day should feature a tour of the WH &/or one of the principles speaking. This would satisfy Interns' desire to meet these people/see the WH

OVERALL ASSESSMENT:

1. What were the best things about your internship?

Contact w/ my director
my fellow interns & the staff in my office
were great.

2. What would you have changed about your internship?

3. Other comments and suggestions:

a picture w/ the President - Shaking his hand - it would take 15 minutes for all of us - I don't think that's too much to ask

Memorandum for Sandy Thurman and Todd Summers:

From: Emily Seymour

Date: December 3, 1998

I just wanted to let you know that I was planning to end my internship on December 10th, but I have extended my stay until the 18th in order to help out with the PACHA meeting with the President. Due to finals and papers, I will not be able to come in on the 15th or 16th, but I will return on the 17th to help you both with the preparations involved with this meeting. I know that the office will be hectic at this time and I would like to help you in any way that I can.

Memorandum:

To: Daniel Montoya

From: Emily Seymour and Kelli Stewart

Date: Septmeber 30, 1998

RE: Internship End Dates

Daniel-

Both of us have just finalized our plans for the month of December and wanted to notify you of our last days of work. Kelli's final day of work will be on Decmber 17th, and Emily's will be on the 10th. These end dates were due to academic requirements. We both notified Allison Kolwaite in the Intern Office, however she needs to receive an email of your approval. As long as these plans are acceptable, we would appreciate it if you could let her know at your convenience.

Thank you,
Emily and Kelli

Approved.

Application for White House Internship



I am applying for an internship for the following terms:

Fall 1997 September 8 - Dec 19
(September 8 - December 19)

Spring 1998 January 7 - May 8
(January 7 - May 8)

Summer Session I
1998 (May 13 - July 3)

Summer Session II
1998 (July 8 - August 28)

All summer internships are full time. Three day or 25 hour minimum required for Fall and Spring.
Please indicate exact days/hours available.

Personal Information

Full Name: Paulette Renee Salcedo Pinder

Social Security #: (b)(6)

Date of Birth: _____

Place of Birth: _____

City

State

Only U.S. citizens are eligible to apply

Current Address: 2500 Wisconsin Ave, NW #645

Washington, DC 20007

Current Phone: 202-333-3426

Permanent Address: Same

Home Phone: Same

Are you a registered voter? yes

If yes, what state: TN

Prior Campaign /Political Experience: _____

Academic Information

College/University: Georgetown University

Expected Year of Graduation May, 1997 Major: M.A. Liberal Studies

Computer Skills Macintosh; Microsoft Word 4.0; Database; Word processing. GPA 3.7/4.0

Have any disciplinary or administrative actions (i.e. probation, suspension, expulsion) been taken against you by your college or university, or are any pending?

☐ Yes ☒ No

Have you ever been charged with or convicted of any criminal offense, DWI or misdemeanor offense?

☐ Yes ☒ No

Have you ever used, possessed, supplied or manufactured any illegal drugs?

☐ Yes ☒ No

If you answered yes to above questions please explain on separate page.

Internship Placement

Please list in order of preference, the four departments that interest you most. Efforts will be made to accommodate preferences, however no guarantees can be made.

- 1) First Lady's Office
- 2) Chief of Staff
- 3) National Aids Policy Office
- 4) Women's Initiatives and Outreach

*Check this box if you want your application to be considered solely under the competitive service criteria.

See Funding Guidelines for details.

Paulette R. Pinder

2500 Wisconsin Avenue, NW #645
Washington, DC 20007
(202) 333-3426

Education

Master of Arts. Liberal Studies.

Georgetown University. 1997.

- GPA: 3.7 / 4.0.
- Thesis: *An Anomaly in U.S. Foreign Policy: America's Sudden Turn From Peace Negotiators to War Advocates in Operation Desert Storm*
- Other Areas of Concentration: Ethnic conflict in Sri Lanka and South Africa. U.S. Foreign Policy with Japan, China, the Middle East.

Bachelor of Arts. Humanities and International Studies.

The University of Tennessee at Chattanooga. 1992.

- Concentration: History and Economics of Japan. U.S. Foreign Policy.
- Provost Award: Grant received for graduate research on Preventive Diplomacy.
- Chaired the Speakers Bureau for The Challenger Center. 1993.

Associate of Science. Dental Hygiene.

William Rainey Harper College. 1977.

- President of American Society for Preventive Dentistry, Student Chapter.

All education 100 percent self-financed.

Obtained degrees while maintaining full-time work schedule.

Foreign Language Studied: French, 9 years.

Areas of Effectiveness

- Research, both oral and written, heavily concentrated in foreign policy, ethnic conflict, and international cultural affairs.
- Strong oral communication skills with diverse groups and individuals including top level diplomats.
- Proposal writing for thesis and research grant.
- Detailed organizational skills with the ability to handle multiple tasks.

Summary of Work Experiences

19 years of experience as a full-time licensed Registered Dental Hygienist with utilization of the following skills:

- Group and individual communications.
- Database and word-processing.
- Budgets, management of inventory, and time management.
- Results oriented and problem solving.
- Established and implemented educational programs for school children in preventive dentistry.

1987-1996

- James F. Kimball, D.D.S., Chattanooga, Tennessee.

1985-1986

- William W. Martin, D.D.S., Lynchburg, Virginia.

1986-1987

- Larry F. Mullinax, D.D.S., Chattanooga, Tennessee.

1983-1985

1977-1983

- Robert W. Knupp, D.D.S., Arlington Heights, Illinois.

956 Chapel Street Apartment 4C
New Haven, CT 06510
Klugermd@biomed.med.yale.edu

EDUCATION

Yale University, School of Medicine, Department of Epidemiology and Public Health, New Haven, CT
Candidate for Master of Public Health degree, concentration in International Health, 1999

The Hebrew University of Jerusalem, Jerusalem, Israel
Pre-medical Specialization Program, 1997

Union College, Schenectady, NY
Bachelor of Science, Major in Biology and Psychology, 1996
Dean's List; Psi Chi National Honor Society in Psychology

EXPERIENCE

Connecticut State Department of Public Health, *Consultant*, Hartford, CT. 1/98-Present

- Assessing the health needs of adolescents in the state of Connecticut in order to determine if private and public health promotion and disease prevention programs are meeting adolescents' health needs.
- Developing surveys and conducting focus groups in order to collect new data.
- Formulating recommendations for reapplication for the Maternal and Child Health Block Grant.

University of Connecticut Mt. Sinai Bergdorf Clinic, *Extern*, Hartford, CT. 9/95-4/96

- Studied social and medical aspects of HIV/AIDS during an internship under the supervision of Dr. Ken Abriola, Director, Mt. Sinai AIDS Program.
- Followed patients' clinical courses in an inner city health clinic in order to understand disease progression in early and late stage AIDS, treatment conventions, and the protocols of public assistance programs relative to AIDS.

Community Health Plan HMO, *Lecture Coordinator*, Schenectady, NY. 1/95-4/95

- Competitively chosen from a pool of students involved in health education in the New York capital-region to be the student consultant to the CHP Health Education Department.
- Fashioned and presented instructive lectures for the Capital District Bar Owners Association as part of a multi-faceted approach to educate bar owners concerning their role in preventing drunk driving and the spread of HIV.

University of Texas MD Anderson Cancer Center, *Research Assistant*, TX. Summer 1994

- Researched and evaluated Department of Surgical Oncology's rate of post-operative complications after breast surgery.
- Submitted findings to the Journal of the American Medical Association, *23 Hour Observation is Safe Following Breast Surgery*. Feig, Singletary, Ross, Kluger, Ames.
- Presented findings at the Society of Surgical Oncology National Meeting, March 1997.

New York State Department of Health AIDS Institute, *Intern*, Albany, NY. 1/94-3/94

- Selected based on six years of peer education training and experience.
- Researched the potential role and effectiveness of peer education in combating the transmission of HIV; drew upon experiences and research to develop practical recommendations.
- Authored *Using Peer Education as a Tool to Promote HIV Preventive Behavior* to be incorporated in to the *NYSDOH Community HIV/AIDS Education Curriculum*.

ADDITIONAL EXPERIENCE

Jewish Student Union, *President*, Union College, Schenectady, NY. 1992-1996

- Represented Jewish student body to Union Administration and Multicultural Affairs Committee.
- Doubled membership over two years, thereby increasing income to subsidize programming by 200%.

Peer Facilitator Program, *Financial Advisor*, Union College, Schenectady, NY. 1993-1996

- Coordinated 1995 Diversity Series: speaker series addressing heterosexism, racism, sexism, and AIDS.
- Structured budget; successfully negotiated an increased budget allocation of 33% with Student Affairs.

Study of National Health Care Systems. Great Britain, The Netherlands and Hungary. Summer 1995

- Assessed and compared the equity, accessibility, and effectiveness of nationalized health care systems.
- Conceived a comparative study, drawing on research from sources, interviews and on-site observations: *Use of the Biopsychosocial Model of Disease in England, The Netherlands, Hungary and The United States*.

Computer Skills: Proficient with IBM and Mac: Word, Excel, PowerPoint, Word Perfect, SAS, WWW

Michael D. Kluger
956 Chapel Street 4C
New Haven, CT 06510

Fax Cover Sheet

DATE:	February 26, 1998	TIME:	10:20 AM
TO:	Daniel Montoya	PHONE:	202-632-1204
		FAX:	202-632-1096
FROM:	Michael D. Kluger	PHONE:	203-562-9016
		FAX:	203-785-3999
RE:	Resume		
CC:			

Number of pages including cover sheet: 2

Message

Dear Daniel,

If there is anything else you need, please let me know. Thank you for your help.

Michael

The White House Intern Program Expectations

Guide

Goals of the Intern Program

The goal of the White House Intern Program (WHIP) is to provide students with an opportunity to work in the Executive Branch and to provide interns with an educational learning experience. Interns perform indispensable public services to the White House and it is important that they receive a positive and significant learning experience in return for their hard work and dedication to the Administration. By accepting the responsibility to supervise an intern, your guidance, professional example and mentoring are critical to the White House Intern Program goal.

Intern Program Orientation

Interns receive a mandatory WHIP orientation regarding the policies and procedures of working in the White House.

- Interns attend an orientation at the beginning of each session.
- Special arrangements can be made for those who are not able to attend the orientation session.

Office Intern Supervisor

The intern supervisor should have some management experience and should have worked in their office for at least three months. An intern supervisor is someone who enjoys teaching the office's responsibilities, has a great deal of patience, and promotes critical thinking. The intern supervisor is someone who the interns can feel comfortable bringing their concerns to and is responsive to their needs. It is our experience that interns who are treated like staff will make the most of their experience.

- The office intern supervisor is the primary contact for the Intern Program.
- The responsibilities of the office intern supervisor include discussing the role of interns with their office staff. Interns get a consistent message about their role when there is a consensus in the office regarding:
 - 1) The intern's role in the office.
 - 2) Priorities for working with interns.
 - 3) How to meet the intern's learning goals.

Office Orientation

- Each office should prepare an orientation packet or intern manual to be given out on the first day of each session explaining the following:
 - 1) Role, background, and staff of the office.
 - 2) Organizational Chart.
 - 3) Expectations of interns (office etiquette, work schedule).
 - 4) Housekeeping items (where to copy, where to fax, recycling . . .).
 - 5) Frequently Asked Questions page.
- Provide a bulletin board for interns that contains important information about the intern program and events around the White House.
- Interns should be introduced to all staff members (including senior staff members) at the beginning of the internship.

Intern Placement

Before choosing the interns for your office and permanently placing an intern with a specific staff member, please take into consideration the following:

- Inform the Intern Office if your office requires interns with special skills.
- Carefully review the interns' applications. Remember to think about the following questions:
 - 1) Which one would enjoy working in our office and get the best experience?
 - 2) Which intern has the appropriate skills best suited to our needs?
- Before assigning interns to staff members, have the staff spend time with

each intern on the first few days of their internship.

- On the interns' first day, be clear that the first few weeks are a trial period with the staff member to whom they have been assigned. Interns are told at the general orientation that their supervisors will be evaluating their skills during the first few weeks.

Direct Supervisors - Staff Members

Having a single person from whom an intern will receive assignments, feedback and supervision will enhance communication and work performance. One staffer should serve as an intern's primary mentor, source of work, long-term projects, and be responsible for the quality of the intern's educational experience.

- Upon an intern's arrival under your supervision, explain your job in terms of the "big picture." Thoroughly explain the responsibilities and projects to be worked on.
- Keep your intern informed:
 - 1) Print out White House press releases.
 - 2) Allow them to see materials that will increase their understanding of their assignments and the White House.
- **LEARNING AGREEMENTS:**
Create a learning agreement with each intern that explains what the intern is looking to gain from their time at the White House. The direct supervisor and intern should review the learning agreement outlining these learning goals at the beginning of the session.

Helpful questions to create a Learning Agreement might be:

- 1) What skills does the intern want to contribute to their internship?
 - 2) What three things does the intern want to learn during their internship?
 - 3) How can I, as a direct supervisor, facilitate this learning?
- Schedule weekly meetings with your intern to review current assignments and explain new assignments.
 - Create a mid-term written evaluation, completed by both the staff member and the intern. This will give the direct supervisor an opportunity to view the

intern's progress and give the intern an idea of areas of needed improvement as well as positive reinforcement.

- When assigning work to an intern, make sure it is explained how their work will benefit the office and the White House. Interns will be motivated to do assignments if they feel their efforts are important and they are "in the loop" about why they are doing the work. Allow interns to participate in meetings related to their work.
- Give interns the opportunity to sit in on staff meetings. Let interns "shadow" a senior staff member for a day.
- Attend the mandatory, yearly ethics training which will include Intern / Supervisor relationship training.
- Talk to the intern about their progress, problems or concerns. Keep communication lines open.

A mutually beneficial partnership between the staff and interns can be achieved if interns feel they are using their skills. Delegating assignments of a long-term nature is an important contrast to the daily routines that many interns perform. Interns learn through experience that long-term, meaningful projects are one of the best ways to accomplish this goal.

- When explaining a long-term project:
 - 1) State the goals of the project.
 - 2) Explain what skills will be necessary to complete the project.
 - 3) State the resources available.
 - 4) Explain any important guidelines.
 - 5) Help the intern create a time line.
- Check the progress of long-term projects.

The Intern Program, in all its facets, must be a two-way street. Interns are expected to show enthusiasm for and commitment to their work. Supervisors should demonstrate trust, appreciation, and respect. This fosters a culture of inclusion in your office to make interns feel like part of "a team."

Intern Appreciation (The Experience)

- The easiest and best way to appreciate interns is to say "THANK YOU," as often as possible.

- Allow interns to attend Intern Program educational events. If the project they are working on is time sensitive, please make arrangements for them to either attend the activity and stay a little bit later to finish their work or let them leave earlier if they are unable to attend. Speaker Series sessions are usually scheduled around the lunch hour and are often a much needed break in the middle of the day for interns.
- Encourage your intern to get involved with WHIP groups:
 - 1) Community Service Committee - interns plan community service activities for all interns to participate.
 - 2) Social Committee - interns plan social events for all interns to get to know each other,
 - 3) Diversity Team - assists in outreach for future intern sessions.
 - 4) Intern Task Force - assists in the Intern Program development.

Interns frequently comment on the WHIP Exit Evaluation that they would have liked to meet more of the other interns in the Intern Program.

- Senior staff should meet with the interns who work within their offices at least once in the session.
- Schedule brown bag lunches for your interns to get to know the staff in the office on a more personal basis. Invite another office to join in your lunches. This will help interns meet one another and understand what other offices' functions are.
- Small things that can make a BIG difference:
 - 1) West Wing Tour
 - 2) Watch a briefing in the WW Press Briefing Room
 - 2) Tickets or invitations to anything!

College Credit

Awarding college credit by an academic institution usually involves the intern being responsible to critically reflect on their learning experience, conducting research and perhaps create a written verification of his or her experiences. Be sure to talk with your interns to find out if their academic institution has specific requirements for awarding credit. The learning agreement between the intern and supervisor will be central in helping an intern get academic credit for their White House Internship.

Intern Evaluations

Interns fill out WHIP Intern Exit Evaluations that assess both their office placement and the Intern Program in general. The evaluations from your office will be returned shortly after each session to help improve your individual office's Intern Program, the intern learning experience and the work performance of interns.

- Create a separate and detailed intern evaluation for your office in addition to the WHIP Intern Exit Evaluation.
- Creating a Staff evaluation of the Interns in your office. This evaluation will help the intern get honest and helpful feedback.
- The Intern Office often receives forms that ask for recommendations about past interns. We cannot provide detailed information about a former intern unless an evaluation of the intern has been completed. After a long session of public service at the White House, we want to be able to provide recommendations for interns, especially from the staff that worked directly with them.

THANK YOU!!

Application for White House Internship



I am applying for an internship for the following terms:

Fall 1996 _____
(September 4 - December 12)

Spring 1997 MTWTF (9-3) R F
(January 15 - April 25)

Summer Session I _____
1997 (May 14 - July 3)

Summer Session II _____
1997 (July 9 - August 22)

All summer internships are full time. Three day or 25 hour minimum required for Fall and Spring.

Please indicate exact days/hours available.

Personal Information

Full Name: Jason Taylor Wright

Social Security #: (b)(6)

Date of Birth: _____

Place of Birth: _____
City State

Only U.S. citizens are eligible to apply

Current Address: 3901 Tunlaw Road NW #301 Washington, DC 20007-4816

Current Phone: (202) 333-5015 X

Permanent Address: 3712 Indiana Lane Racine, WI 53405-4820

Home Phone: (414) 554-1366

Are you a registered voter? yes If yes, what state: Wisconsin

Prior Campaign /Political Experience: 1988 Presidential and aldermanic campaigns
(I was studying at the Universitaet Hamburg during almost all of the 1992 campaigns)

Academic Information

College/University: Georgetown University; Tulane University

Expected Year of Graduation 1997; 1993 Major: Foreign Service, History; Political Economy, German

Computer Skills IBM, Macintosh; Desktop Application, Internet GPA 3.44; 3.86

Have any disciplinary or administrative actions (i.e. probation, suspension, expulsion) been taken against you by your college or university, or are any pending? ☐ Yes ☒ No

Have you ever been charged with or convicted of any criminal offense, DWI or misdemeanor offense? ☐ Yes ☒ No

Have you ever used, possessed, supplied or manufactured any illegal drugs? ☐ Yes ☒ No

If you answered yes to above questions please explain on separate page.

Internship Placement

Please list in order of preference, the four departments that interest you most. Efforts will be made to accommodate preferences, however no guarantees can be made.

- 1) Office of Strategic Planning
- 2) Office of the Vice President
- 3) Office of Domestic Policy
- 4) Office of the Chief of Staff

*Check this box if you want your application to be considered solely under the competitive service criteria.

See Funding Guidelines for details.

JASON TAYLOR WRIGHT
3901 Tunlaw Road NW #301
Washington, DC 20007-4816
Phone/Fax • (202) 333-5015
E-Mail • wrightsj@erols.com

EDUCATION

GEORGETOWN UNIVERSITY • WASHINGTON, DC
MASTER OF SCIENCE IN FOREIGN SERVICE
Concentration in Comparative and Regional Studies (Europe)
From August 1994 to May 1996

TULANE UNIVERSITY • NEW ORLEANS, LA
BACHELOR OF ARTS, *SUMMA CUM LAUDE*
Major in Political Economy (Concentration in History)
and German Language and Literature
Minor in Political Science
From August 1989 to May 1993

GEORGETOWN UNIVERSITY • WASHINGTON, DC
MASTER OF ARTS IN HISTORY
Concentration in Modern Europe
From August 1994 to May 1997

GEORGETOWN UNIVERSITY • WASHINGTON, DC
CERTIFICATE IN GERMAN AND EUROPEAN STUDIES
From August 1994 to May 1997

DIE UNIVERSITÄT HAMBURG • HAMBURG, GERMANY
From July 1991 to July 1992

NORTHWESTERN UNIVERSITY • EVANSTON, IL
From June to August 1990 and from June to July 1991

HONORS

Phi Beta Kappa
Who's Who Among Students in American Universities
Murphy Prize for Distinction in Political Economy
Pi Sigma Alpha (Political Science) Honor Society
Omicron Delta Epsilon (Economics) Honor Society
Phi Mu Epsilon (Mathematics) Honor Society
Honors in the Institute of Political Economy
German Government Prize for Excellence in German
Delta Phi Alpha (German) Honor Society
Honors in the Department of German and Slavic Languages
Tulane University Dean's Honor Scholar
Optimist Scholar

EXPERIENCE

THE WOODROW WILSON CENTER FOR SCHOLARS RESEARCHER • DIVISION OF INTERNATIONAL STUDIES

- Research, Writing, and Editing
 - Ernestine Schlant Bradley, *The Language of Silence: West German Literature and the Holocaust*
 - Tony Smith, *Ethnic Groups and the Character of United States Foreign Policy*
 - John Stone, *The Ethnic Enigma: Power and Identity in the Post-Cold War Era*
 - Ron Tiersky, *European Integration and European Security: Complementarities and Contradictions*
 - Translation from German into English
 - James Reston, Jr., *999 AD: The Saga of the Last Apocalypse*
 - Lorenzo Simpson, *Towards a Postmetaphysical Humanism*
- From May 1996 to the Present

THE MARRIOTT HOTEL AND CONFERENCE CENTER FRONT DESK SUPERVISOR AND GUEST SERVICE AGENT

- Management and Supervision
 - Hotel
 - Front Desk
- Implementation and Revision
 - Total Quality Management
 - First and Ten Check-In Program
- Evaluation and Improvement
 - Guest Service
 - Guest Satisfaction

From August 1993 to July 1994

GEORGETOWN UNIVERSITY TEACHING ASSISTANT • DEPARTMENT OF HISTORY From August to December 1995

THE UNIVERSITY OF WISCONSIN AT PARKSIDE TUTOR • DEPARTMENTS OF ECONOMICS AND GERMAN From August 1993 to May 1994

SKILLS

LANGUAGES

- Fluency in German
- Proficiency in Spanish
- Literacy in French

ECONOMICS

- International Trade
- International Finance
- Microeconomic Theory

Essay

I would like to be an intern at the White House because I would like the opportunity to make a difference in public service in general and in government in particular. I have wanted to enter public service for as long as I can remember. I would like to follow in the footsteps of my father and mother. As a doctor and a nurse, they have served the public for more than thirty years. I believe that I will be able to make an impact in government like my parents have made in medicine.

I have an excellent background for an internship at the White House. I have earned honors as an undergraduate student at Tulane University and the Universität Hamburg and as a graduate student at Georgetown University. I have received plaudits as a researcher at the Woodrow Wilson Center for Scholars. I have earned awards as a supervisor at the Marriott Hotel and Conference Center. I have received commendation as a Big Brother. My background in academia and research, in the public and private sectors, and in professional and voluntary work has enabled me to comprehend the important relationships between state and society, politics and economics, domestic policy and foreign policy, and the nation and international institutions.

I am interested in the relationship between politics and policy. I believe that there is no better opportunity than an internship at the White House to pursue my interest in the relationship between politics and policy. I know that an internship at the White House would be invaluable to me as well as valuable to the office in which I would be placed. I believe that I will be able to contribute as an intern at the White House, and I am looking forward to making the contribution.

REFERENCES

PAULINE H. BAKER

PRESIDENT • THE FUND FOR PEACE

PROFESSIONAL LECTURER • GEORGETOWN UNIVERSITY

ERNESTINE SCHLANT BRADLEY

FELLOW • THE WOODROW WILSON CENTER FOR SCHOLARS

PROFESSOR • MONTCLAIR STATE UNIVERSITY

Writing Sample¹

Good evening, and welcome. The American people agree that the deficit must be eliminated. The present generation is spending the money of future generations. Our children and grandchildren must not pay for our spending. We must eliminate our deficit for their sake. We must make sacrifices; yet, we must not sacrifice our brothers and sisters in the name of our children and grandchildren.

In our campaign, we made the promise of "Putting People First." We will not betray the promise. The welfare policy of Speaker Gingrich and the Republican Party puts people last. They want to eliminate the deficit and eliminate welfare. We will put people first. We will eliminate the deficit, but we will not eliminate welfare. We will eliminate the deficit so that our children and grandchildren do not suffer. We will not eliminate welfare so that our brothers and sisters do not suffer.

Their welfare policy is extreme. They want to cut the safety net protecting the American people. Our welfare policy is moderate. We want to mend the safety net protecting the American people. We want to redefine welfare. We redefine welfare as "helping people help themselves." We believe that we must help the American people, but we also believe that the American people must help themselves. Welfare must have limits. The limits must appeal to the hearts and the minds of the American people. We have three guidelines for welfare.

¹ The following writing sample is the abridged version of a speech written for the seminar "The Leadership Challenge in the Post-Cold War World" with Pauline H. Baker, the President of the Fund for Peace and a Professional Lecturer at Georgetown University. The title of the speech is "Redefining Welfare." It was to be given by President Clinton or Vice President Gore during the first shutdown of the federal government. The speech was to define the welfare policy of the Democratic Party against the policy of the Republican Party, link "redefining welfare" to "reinventing government," and introduce the concept of the "New Majority."

First, welfare benefits must be strictly limited for able Americans. We must help them less, and they must help themselves more. Welfare benefits for able Americans must be temporary-not permanent. They must foster independence-not dependence. They entail rights and responsibilities. Able Americans have the right that we help them but the responsibility that they help themselves. We support work requirements because work requirements encourage them to help themselves. Because it appeals to the minds of the American people, we will limit welfare benefits for able Americans.

Second, welfare benefits must not be limited for unable Americans like children and the disabled. We must help them because they cannot help themselves. We must preserve programs like Medicaid, Aid to Families with Dependent Children (AFDC), and food stamps which provide for their health, shelter, and nourishment. Speaker Gingrich and the Republican Party propose to reduce food stamps by 15% or \$34 billion over 7 years. They would sacrifice our children. The Office of Management and Budget (OMB) and the Department of Health and Human Services (HHS) estimate that their proposal would push 1.2 million of our children into poverty. We will not sacrifice our children. Because it appeals to the hearts of the American people, we will not limit welfare benefits for unable Americans.

Third, education must not be limited for any Americans. It must be expanded for all Americans. Education is an investment in the American people. Speaker Gingrich and the Republican Party promote investment in American business but not in the American people. We promote investment in both. Education must continue from primary to secondary to post-secondary education and from training to retraining. Programs like the Job Opportunities and Basic Skills (JOBS) Training program must be expanded. They build skills which empower participants and make them employable.

Because it appeals to the hearts and the minds of the American people, we will expand education for all Americans.

I believe that "redefining welfare" appeals to the hearts and minds of the majority of the American people. I believe that "reinventing government" also appeals to the majority of the American people. I believe that the "New Majority" can change politics-as-usual. I believe that politics can be consensus in the center instead of conflict between right and left. I believe in the future of American politics and the future of the American people. Thank you, God bless, and good night.



**MONTCLAIR
STATE
UNIVERSITY**

Ernestine Schlant
Dickson Hall 140

**Department of
German and Russian**

Voice: 201-655-4420
Fax: 201-655-5455

November 9, 1996

The White House Intern Program
Washington, DC, 20500

Re: Recommendation concerning Jason Taylor Wright

It is with great pleasure that I recommend Mr. Wright for an internship at the White House. While I was a fellow at the Woodrow Wilson International Center for Scholars in Washington, DC, Mr. Wright was my assistant there for three months during spring and summer of 1996.

During this time, Mr. Wright carried out much research for me in German-language as well as English sources. He was systematic, thorough, and thoughtful. He did not merely execute a job, but thought about it and made additional suggestions. He was reliable and I could always be certain that he had exhausted all possible approaches to a problem. He worked at the Library of Congress, the Holocaust Museum, and Georgetown University with equal success.

Mr. Wright's computer skills were also a great asset. They facilitated access to sources and simplified the research, but they also streamlined the writing process. There were many instances when Mr. Wright's computer expertise made my project much easier. I would assume that good computer skills make a candidate more competitive, and Mr. Wright is certainly in that category.

Mr. Wright has a pleasant, though understated personality. In a lively, even hectic environment this is a great advantage. His interests range widely, as is evident from the various fields in which he has done work, and he is always ready to absorb more. It is a pleasure to work with someone who is interested, motivated, and eager for new learning experiences.

I have not the slightest doubt that as an intern in the White House, Mr. Wright will be of valuable help and will make a solid contribution while gaining expertise for himself. I recommend him without any hesitation for a stimulating job to which he will fully live up.

Sincerely,

Ernestine Schlant
Professor of German and
Comparative Literature



The Fund for Peace

November 4, 1996

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World Politics

Media and Security Project

National Security Archive

Madge Henning

Director, White House Intern Program

Room 98

Washington, DC 20500

RE: JASON WRIGHT

Dear Ms. Henning:

I am writing in support of the application of Jason Wright for a White House internship.

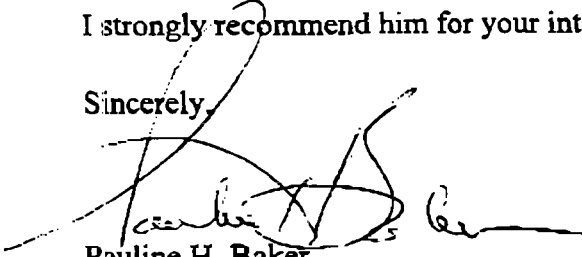
Jason was a student in my class last year on "Leadership and Challenges of the Post Cold War World." This was a graduate course in the Edmund A. Walsh School of Foreign Service at Georgetown University. The class was a small group of outstanding students, and Jason had performed unusually well. His paper on the comparative leadership of Jean-Marie Le Pen, Nelson Mandela and Hanan Ashrawi, was a fascinating study that provoked lively discussion. He participated actively in class discussions and went the extra mile to do work that went far beyond of what required.

Jason has an outstanding record of achievements. He will have earned two masters degrees, one an MA in History, and the other an MF in Foreign Service, from Georgetown University. He has performed academically with distinction, as his long list of honors demonstrates. He is also multi-lingual and has studied abroad.

I found Jason to be a conscientious, articulate and thoughtful student. He was an excellent researcher and would be a strong support person for any staff member in the White House. I would not hesitate to recruit him as an assistant for myself, if I were in need of one. I can also testify to Jason's deep personal involvement in public policy issues and to his desire to make an impact on public policy.

I strongly recommend him for your internship and hope you consider him favorably.

Sincerely,


Pauline H. Baker
President

National Office: 1701 K. Street, N.W. • 11th Floor • Washington, DC 20006 • 202-223-7940 • FAX: 202-223-7947
New York Office: 823 United Nations Plaza • Suite 717 • New York, NY 10017 • (212) 661-5900 • FAX (212) 661-5904

Spring 98 Interns - AIDS Policy

LAST	START_DATE	LEAVE DATE	AVAILABILITY	NOTES
Lee	1/7/98	5/8/98	S98-M,W,F	planning on attending
Lee	1/15/97	5/13/97	Spring	Was in Cabinet Affairs, replaced Susi L
Kent	1/7/98	5/8/98	S98- FT	
Stabinsky	1/7/98	5/2/98	S98-M-TH:FT	

Here are the resumes
and applications for
your incoming interns.
If you have any
questions, please
call.

EX: 65220 |

Application for White House Internship

grad student

I am applying for an internship for the following terms:

Fall 1997 _____
(September 8 - December 19)

Spring 1998 ☒ _____
(January 7 - May 8)

Summer Session I _____
1998 (May 13 - July 3)

Summer Session II _____
1998 (July 8 - August 28)

All summer internships are full time. Three day or 25 hour minimum required for Fall and Spring.

Please indicate exact days/hours available.

Personal Information

Full Name: Kelly Wilson Hunt

Social Security #: (b)(6)

Date of Birth: _____

Place of Birth: _____

City

State

Only U.S. citizens are eligible to apply

Current Address: 4210 W. 104th Terrace / Overland Park
Kansas 66207

Current Phone: (913) 341-9626

Permanent Address: 4210 W. 104th Terrace / Overland Park
Kansas 66207

Home Phone: (913) 341-9626

Are you a registered voter? Yes

If yes, what state: Kansas

Prior Campaign / Political Experience: Yes; fairly extensive.

Academic Information

College/University: University of Kansas

Expected Year of Graduation May 99 Major: M.A. Urban Planning

Computer Skills Excel, Word GPA _____

Have any disciplinary or administrative actions (i.e. probation, suspension, expulsion) been taken against you by your college or university, or are any pending?

☐ Yes ☒ No

Have you ever been charged with or convicted of any criminal offense, DWI or misdemeanor offense?

☐ Yes ☒ No

Have you ever used, possessed, supplied or manufactured any illegal drugs?

☐ Yes ☒ No

If you answered yes to above questions please explain on separate page.

Internship Placement

Please list in order of preference, the four departments that interest you most. Efforts will be made to accommodate preferences, however no guarantees can be made.

1) National AIDS Policy Office

2) _____ 4) _____

*Check this box if you want your application to be considered solely under the competitive service criteria.

See Funding Guidelines for details

Kelly W. Kent
4210 W. 104th Terr.
Overland Park, KS 66207
H (913) 341-9626

Objective

To obtain an internship relating to housing development, preferably focusing on the area of AIDS-related housing.

Education

Candidate for M.A. Urban Planning University of Kansas	1997-present Lawrence, KS
B.A. American Studies/African-American Studies University of Kansas	May 1996 Lawrence, KS

Activities

- Planning Committee, "Night of 100 Stars" AIDS Fundraiser/Good Samaritan Project 1996-97
- Buddy Program/Good Samaritan Project 1996-1997
- AIDS Walk, Kansas City 1997
- Five Semesters of Spanish
- Business Computers class (training on Word, Access, Powerpoint and Excel)
- Page at Democratic National Convention 1992
- Internship/Carlin for Congress Campaign
- National Committeeman for Kansas Young Democrats
- Chairman/K.U. for Clinton

Employment

Sales Manager

Historic Suites of America

1997

Kansas City, MO

- Responsible for 50 government/corporate accounts.
- Public Relations with outside public.
- Contract Negotiations

Assistant General Manager

Broadway Plaza Suites

1996-97

Kansas City, MO

- Served as Assistant General Manager of a 46 room extended-stay hotel on the Plaza.

Responsibilities include:

- * Sales
- * Monthly Billing
- * Managing of staff
- * Assisting in the budget and cost analysis of the hotel
- * Public Relations

Manager in Development

Wyndham Hotel at LAX

1996

Los Angeles, CA

- Served as one of two Assistant Front Office Managers for 2 months during the absence and replacement of the prior Front Office Manager.
- Performed Managerial tasks such as Guest Relations, trouble-shooting, scheduling, building morale, and implementing disciplinary action with staff when needed.
- Performed accounting procedures such as No Show billing, Portage and billing of Posting Master accounts for high volume business.
- Worked with the Executive Housekeeper in regards to purchasing and check book accounting.
- Spent time with the Operation's Manager in learning the budget and cost analysis for the hotel.

Internship Acceptance Sheet

Name: Kelly W. Kent

Availability:

Starting Date: January 7, 1998

Days & Hours Available:

Monday:	<u>as needed</u>
Tuesday:	<u>as needed</u>
Wednesday:	<u>as needed</u>
Thursday:	<u>as needed</u>
Friday:	<u>as needed</u>

Ending Date: May 8, 1998

** Please remember interns must work at least 3 days per week and a minimum of 25 hours per week for the Fall and Spring Sessions!*

Funding:

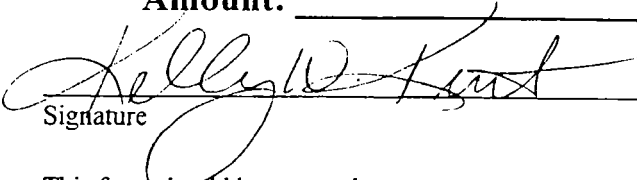
If you are receiving funding from any source other than your immediate family, (e.g. a public interest grant or scholarship), please inform us below. White House Counsel's office will review any potential conflicts of interest with the office where you will be placed.

I am receiving funding ☐

I am not receiving funding ☒

Source: _____

Amount: _____


Signature

11-24-97

Date

This form should be returned to:

The White House Intern Program
Room 98, OEOB
Washington, DC 20502

APPLICATION FOR WHITE HOUSE INTERNSHIP

90K

I am applying for a White House internship for the following terms:

Spring 1998 January 20 - May 1 Summer Session I 1998 (May 13 - July 3)
(January - May 8)

Summer Session II 1998 (July 8 - August 28) Fall 1998 (September 2 - December 23)

All Summer internships are full time. Three day/25 hour weekly minimum required for Fall and Spring Sessions.
Please indicate exact days/hours available.

PERSONAL INFORMATION

Only U.S. citizens are eligible to apply

ENTERED
12-18-97

Full Name: Kelly Anne Stabinsky

Social Security #: (b)(6) Date of Birth: M/F: F

Place of Birth:

Current Address: 929 Klem Road, Webster, New York 14580
^{City} ^{State}

Current Phone: (716) 671-5212

Permanent Address: 929 Klem Road, Webster, New York 14580

Home Phone: (716) 671-5212

Are you a registered voter? yes If yes, what state: New York

Prior Campaign/Political Experience: worked on various local campaigns for Democratic party

How did you hear about the White House Intern Program? John Fitzpatrick, SUNY Brockport

ACADEMIC INFORMATION

College/University: St John Fisher College

Expected Year of Graduation: 1998 Major: Political Science GPA: 3.6

Computer Skills: Microsoft Works, Office, Powerpoint, Lotus

Have any disciplinary or administrative actions (i.e. probation, suspension, expulsion) been taken against you by your college or university, or are any pending? Yes ☒ No

Have you ever been charged with or convicted of any criminal offense, DWI or misdemeanor offense? Yes ☒ No

Have you ever used, possessed, supplied or manufactured any illegal drugs? Yes ☒ No

If you answered "yes" to any above question please explain and include the dates of the actions on a separate page.

① Women's Issues

INTERNSHIP PLACEMENT

Please list in order of preference the four departments that most interest you.

Efforts will be made to accommodate preferences; however, no guarantees can be made.

1) National AIDS Policy Office 3) Correspondence
2) Domestic Policy 4) First Lady's Office

Check this box if you want your application...

Kelly Anne Stabinsky
929 Klem Road
Webster, New York, 14580
(716) 671 - 5212
e-mail address: kas7291@sjfc.edu

OBJECTIVE

Involvement in a public policy organization specializing in Women's Issues through an internship program that operates January 1998 to May 1998. To gain experience in the domestic and/or international political sphere in the education of and the advancement of women and the issues that involve women.

WORK HISTORY

Sales Associate - Old Navy Clothing Company

September 1995 to January 1998

Improved abilities to cooperate with coworkers and public at large in a successful company. Experiences involved taking on and delegating responsibilities in a goal oriented atmosphere.

Sales Associate - Northern Reflections

April 1992 to February 1995

Key holder position. Set pace setting goals for other associates.

EDUCATION

Bachelor of Arts, Political Science

St. John Fisher College, May 1998

Dean's List, Magna Cum Laude

AWARDS/COMMUNITY SERVICE

Political Science Club Officer

Treasurer - September 1995 to May 1996

Vice President - September 1996 to December 1996

President - January 1997 to May 1998

Student Leader of the Year Award

selected by the Student Government Association -1996/1997

Editor and Contributor to Political Science Journal - 1996/1997/1998

Member of the Council of Presidents

Student Government Association - September 1995 to May 1998

involvement in several leadership seminars and activities

Presidential Scholarship Recipient

merit based - September 1994 through May 1998

Delegate to Model European Union - March 1997

Various community volunteer work

Internship Acceptance Sheet

Name: Kelly Stabinsky

Availability:

Starting Date: January 7, 1997

Days & Hours Available:

Monday: 7am - 1pm
Tuesday: 7am - 1pm
Wednesday: 7am - 1pm
Thursday: 7am - 1pm
Friday: unavailable

Ending Date: May 2, 1997

** Please remember interns must work at least 3 days per week and a minimum of 25 hours per week for the Fall and Spring Sessions!*

Funding:

If you are receiving funding from any source other than your immediate family, (e.g. a public interest grant or scholarship), please inform us below. White House Counsel's office will review any potential conflicts of interest with the office where you will be placed.

I am receiving funding

☒

I am not receiving funding

☐

Source: St John Fisher College (Scholarship)

Amount: \$2800

Signature: Kelly Stabinsky

12/21/97
Date

This form should be returned to:

The White House Intern Program
Room 98, OEOB
Washington, DC 20502

THE WHITE HOUSE
WASHINGTON

January 6, 1998

MEMORANDUM FOR ONAP STAFF

FROM: Daniel C. Montoya

RE: New Interns

Our new interns will arrive tomorrow, Wednesday, January 7 at 12:30pm. Although it is late notice, I would appreciate your participation at a "brown bag" for the interns on their first day (starting approximately 12:30pm). Mostly a meet and greet lunch with a quick overview of your duties in this office and your background in HIV/AIDS/health care policy.

Our two new interns are:

Jennifer Lee
University of Maryland
Major: Cell, Molecular Biology and Genetics
MWF 9-5 (unavailable TTH)
Ending date: 5/13/98

Kelly Anne Stabinsky
St John Fisher College
Major: Political Science
MTWTH 7-7 (unavailable F)
Ending date 5/2/98

I hope that you will be able to join us for lunch. Thanks.



White House Intern Program

Now accepting applications for
SPRING 1998

- *Spring term is from January 7th through May 8th - internships require a 10 week minimum.*
- *Must be at least 18 years old and a U.S. citizen to apply.*
- *Must work at least 3 days a week and a minimum of 25 hours a week.*

The White House Intern Program strives to admit students who represent the diversity of America.

Students from all backgrounds are strongly encouraged to apply.

Please contact (202)456-2742 for an application

White House Intern Program (WHIP) Working Group

October 29, 1997 - Meeting Minutes and Action Updates

Staff: Virginia Apuzzo, Allison Balderston, Michael Burton, Lynn Cutler, Maria Echaveste, Jeff Forbes, Kimberly Harold, Jonathan Kaplan, Mike Malone, Mary Margaret Overbey, Nelson Reyneri, Jena Roscoe, Peter Umhofer, Moe Vela, Maria Westfried

Diversity Team Interns: Claudia Aranda, Stephen Brown, Carrie Fenstermaker, Michael Grantham, Alicia Insley, Dawn Smalls, Ingrid White

I. Program Development

Virginia Apuzzo began the working group session with a discussion of goals for WHIP. The goals are threefold: improve the quality of the program, diversify the program and program assessment. To accomplish these goals, the WHIP Working Group will provide guidance and aid. Interns perform indispensable public service to the White House and it is important that they receive a positive and significant learning experience in return for their hard work and dedication to the Administration.

Because supervising an intern is a serious responsibility, it is important to define more clearly what the responsibilities and obligations are of a staff member who accepts the assistance of an intern. Attendees were in agreement that the quality of an intern's personal experience at the White House depends on the quality of individual supervision. Some suggestions were offered as to how to improve the relationship between the interns and their specific offices.

- Maria Echaveste was recognized for meeting often with her interns for question and answer sessions.
- Lynn Cutler shared that she often invites interns to join her in meetings and when she attends events outside the office.
- The Correspondence Office has weekly brown bag lunches for their interns and staff members.
- Maria Westfried mentioned that manuals specifically designed for each individual office are a helpful reference for interns.

Interns attending the meeting expressed that a critical factor in the internship experience is feeling that their work is appreciated by their offices and that they are part of 'a team'. Interns need to know what role they are playing in the overall process of an office. They also conveyed that being delegated assignments of a long-term nature is an important contrast to the daily routines that many interns perform.

Program Development Action Item:

- *An 'Expectations and Obligations for Staff who Accept the Responsibility to Supervise Interns' Guide will be created from the suggestions of the WHIP Working Group. Please feel free to e-mail your specific suggestions, in addition to those listed above, to Carrie Fenstermaker.*

II. Outreach

The early decision deadline for the upcoming Spring Session was November 1. To date, WHIP has received 180 applications to fill 250 intern slots for this Spring. Although additional outreach must be done for this Spring, it is important for the WHIP Working Group to discuss the 'quantity vs. quality' issue and determine the appropriate number of interns in the program and in each office.

- The application for WHIP is currently being revised to be put on the White House Website. WHIP expects an increase in the number of applicants as a result. The application has been updated to include a few important changes that will help encourage diversity in the intern population.
- Another method of general outreach is a letter promoting WHIP that will be sent to college newspapers across the nation with the help of the White House Press Office.
- Other possibilities for staff involvement were raised at the meeting. One suggestion was that staff could "plug" the Intern Program when speaking to groups, especially with younger audiences.
- The Working Group was reminded that a large percentage of the entry-level jobs at the White House are filled by former interns. Diversity levels of WHIP directly effect the level of diversity of the White House Staff.
- Funding is a major roadblock for many diverse applicants. Currently 4% of WHIP interns reported receiving funding, 60% of the interns receiving funding are people of color. WHIP has been working with the Counsel's Office to explore the possibility of appropriate funding sources.
- Intern Dawn Smalls explained her idea of creating an Alumni Network. Through the Network, former interns would speak to at least two diverse groups on their college campus and promote the White House Intern Program. Fraternities, sororities, and

clearinghouse organizations (such as the Hispanic Student Government Association) were mentioned as good contacts for Intern Program.

- Another concern is the inability of many interns to receive college credit for their internships since many schools are either unwilling to recognize the substantive nature of White House Internships. Some colleges have policies requiring students to pay tuition for academic credit. This cost plus the expenses of being an unpaid intern are absorbed by the intern. In the process of developing relationships with schools through diversity outreach, WHIP will work with schools to award interns with course credit. The 'intern program' within each White House office may need to be clearly defined to facilitate the awarding of college credit.

Outreach Action Items:

- *The WHIP Diversity Team has already contacted over 100 Historically Black Colleges and Universities (HBCUs), 20 universities known for their diverse student bodies, college ethnic and multi cultural centers, honor societies and many gay and lesbian student groups. A database of all these important contacts will be created to ensure WHIP continues to reach out to diverse audiences.*
- *Maria has recently attended five local career and internship fairs to promote the program for the upcoming Spring Session. Current White House Staff who are former White House Interns have been active in contacting the universities they attended and participating in career fairs during Alumni weekend.*
- *Staff have been involved in new outreach efforts. Maria has attended several informational meetings for college student groups visiting the White House at the request of staff. Ben Johnson has been helpful in setting up meetings with diverse organizations. The Public Liaison and Intergovernmental Affairs offices have been forwarding important diversity contacts to WHIP.*
- *Diversity Team members are in the process of researching and communicating with a variety of foundations to collect information on possible funding opportunities for White House Interns. Kathleen Neuman, a new part-time intern in the Intern Office, comes to us from a college career office in Seattle. She will spend the majority of her internship researching funding.*
- *The Diversity Team is also working on a cover page for the WHIP application that will include diverse White House intern stories and photos. The Team meets each week to report progress and combine their efforts.*

III. Assessment

The White House Intern Alumni Network plan has been created. Interns can indicate their interest in participating by responding to the Intern Exit Evaluation. Former White House Interns are being targeted to participate by the three former Clinton Administration White House Intern Directors.

The WHIP Working Group will meet monthly to continue to guide and aid the Intern Program and will provide assessment criteria for further study.